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STUDENTS' PERCEPTION AND PREFERENCE OF TEACHER'S CORRECTIVE FEEDBACK ON SPEAKING PERFORMANCE

Thesis

Submitted in Partial Fulfillment of the Requirements
For Getting Master Degree of Education (M.Pd)



UIN SUSKA RIAU

BY:

QURRATA AINI
SIN. 21790125845

**POST GRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY
SULTAN SYARIF KASIM RIAU
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Lembaran Pengesahan

Nama :
Nomor Induk Mahasiswa :
Jalur Akademik :
Tingkat :
Undangan :

Tim Penguji:

: Qurrata Aini
: 21790125845
: M.Pd. (Magister Pendidikan)
: STUDENTS' PERCEPTION AND PREFERENCE OF
TEACHER'S CORRECTIVE FEEDBACK ON SPEAKING
PERFORMANCE

Dr. Bukhori, M.Pd
Penguji I/Ketua

Dr. Faurina Anastasia, SS., M.Hum
Penguji II/Sekretaris

Dr.H.Abdullah Hasan, M.Sc
Penguji III

Dr. H. Mas'ud Zein, M.Pd .
Penguji IV

Tanggal Ujian/Pengesahan

12/06/2021

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 P.O.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id



EXAMINER APPROVAL SHEET

This thesis entitled "Students' Perception and Preference of Teacher's Corrective Feedback on Speaking Performance" is written by:

Name : Qurrata Aini
 Student number : 21790125845
 Study program : Islamic Education
 Concentration : English Education


Has been examined and revised based on the feedback provided by the Thesis Examiner Team of Postgraduate Program at State Islamic University of Sultan Syarif Kasim Riau in the final exam held on June, 12th, 2021.

Approved by:

Examiner I

Dr. H. Abdullah Hasan, M.Sc

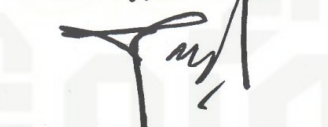
NIDK. 8802233420


 Date: July, 3rd 2021

Examiner II

Dr. Mas'ud Zein, M.Pd

NIDN. 2014126301


 Date: July, 2021

Acknowledged by:

Head of Islamic Education Study Program


Dr. Andi Munia, M.Pd
NIP. 196508171994022001

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 Study program : Islamic Education
 Consentration : English Education

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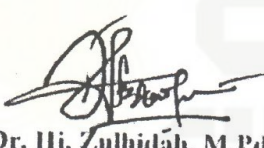
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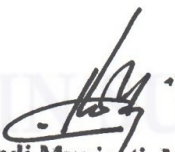
Supervisor I,

Supervisor II,


Dr. Faurina Anastasia, M.Hum
 NIP. 198106112008012017


Dr. Hj. Zulhidah, M.Pd
 NIP. 196604231994032001

Acknowledgedby:
 Head of Islamic Education Study Program


Dr. Andi Munarti, M.Pd
 NIP. 196508171994022001



SUPERVISOR APPROVAL SHEET

The Director of Postgraduate Program

State Islamic University of Sultan Syarif Kasim Riau

Pekanbaru

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Having read, analyzed, corrected and revised the thesis with the title mentioned below, written by:

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Study program	: Islamic Education
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Consultant I

Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012017

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State Islamic University of Sultan Syarif Kasim Riau
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Study program	: Islamic Education
Consentration	: English Education
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Consultant II

Dr. Hj. Zulhidah, M.Pd

NIP. 196604231994032001

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NIM : 21790125845
Place of Birth : Ujungbatu
Date of Birth : March, 09th 1995
Study Program : Islamic Education
Concentration : English Education

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QURRATA AINI

SRN.21790125845

PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise to God, Allah almighty, the Lord of the universe, by His guidance and blessing, the writer can finish and complete this academic requirement. Then, the writer says peace be upon Prophet Muhammad S.A.W. Who has brought the human beings from the darkness to the light and the bad character to the good one.

In finishing this thesis, the writer got many valuable helps and advice from many people. Therefore, the writer wishes to express sincerely thanks to:

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Pekanbaru April 19th 2021

The Writer

OURRATA AINI

SRN.21790125845

ABSTRACT

QURRATA AINI, (2021): Students' Perception and Preference of Teacher's Corrective Feedback on Speaking Performance

This research aims to explore students' perception and preference of the teacher's corrective feedback on speaking performance. This research also aims to investigate the students' reasons for their perception of the teacher's corrective feedback. To conduct this research, the researcher used mixed method. In collecting data, the researcher used a questionnaire and interview. The questionnaires consisted of two parts. The first part was a questionnaire for gathering data about students' perception of the teacher's corrective feedback on speaking performance. And the second was a questionnaire for gathering data about students' preference of the teacher's corrective feedback on speaking performance. In this research, the interview is used to enrich the data that have been collected through giving questionnaire. The researcher found that students have positive perception to the teacher's corrective feedback on speaking performance. The students perceived teacher's corrective feedback is very beneficial and helpful for improving their speaking performance. The researcher found that the majority of students felt happy when the teacher provided corrective feedback. But, there was still a few students felt anxiety when teacher's provided corrective feedback. Although there were some students felt bad, but it did not make students hate to the teacher's corrective feedback. The researcher found that the students had a positive perception to the teacher's corrective feedback because they realized that the teacher's corrective feedback was very helpful for them in improving their speaking performance. And the type of teacher's corrective feedback that students preferred was explicit correction. Through explicit, students clearly know their erroneous and fix it better.

Keyword: *Students' Perception, Students' Preference, Corrective Feedback, Speaking Performance*



ABSTRAK

QURRATA AINI, (2021): Persepsi dan Preferensi Siswa terhadap Umpan Balik Korektif Guru dalam Kinerja Berbicara

Penelitian ini bertujuan untuk mengeksplorasi persepsi dan preferensi siswa terhadap umpan balik korektif guru dalam kinerja berbicara. Penelitian ini juga bertujuan untuk menyelidiki alasan siswa tentang persepsi mereka terhadap umpan balik korektif guru. Untuk melakukan penelitian ini, peneliti menggunakan metode campuran. Dalam pengumpulan data, peneliti menggunakan kuesioner dan wawancara. Kuesioner terdiri dari dua bagian. Bagian pertama adalah kuesioner untuk mengumpulkan data tentang persepsi siswa tentang umpan balik korektif guru dalam kinerja berbicara. Dan yang kedua adalah kuesioner untuk mengumpulkan data tentang preferensi siswa terhadap umpan balik korektif guru dalam kinerja berbicara. Dalam penelitian ini, wawancara digunakan untuk memperkaya data yang telah dikumpulkan melalui pemberian kuisisioner. Peneliti menemukan bahwa siswa memiliki persepsi positif terhadap umpan balik korektif guru dalam kinerja berbicara. Umpan balik korektif guru yang dirasakan siswa sangat bermanfaat dan membantu untuk meningkatkan kinerja berbicara mereka. Peneliti menemukan bahwa mayoritas siswa merasa senang ketika guru memberikan umpan balik korektif. Namun, masih ada sedikit siswa yang merasa cemas saat guru memberikan tanggapan korektif. Meskipun ada beberapa siswa yang merasa tidak enak, namun hal tersebut tidak membuat siswa membenci umpan balik korektif guru. Peneliti menemukan bahwa siswa memiliki persepsi positif terhadap umpan balik korektif guru karena mereka menyadari bahwa umpan balik korektif guru sangat membantu mereka dalam meningkatkan kinerja berbicara mereka. Dan jenis umpan balik korektif guru yang disukai siswa adalah koreksi eksplisit. Melalui eksplisit, siswa dapat dengan jelas mengetahui kesalahan mereka dan memperbaikinya dengan lebih baik.

Kata kunci: *Persepsi Siswa, Preferensi Siswa, Umpan Balik Korektif Guru, Kinerja Berbicara*

ملخص

قرة عين ، (2021) : منظور الطلاب وتفضيلاتهم على الاستجابة التصحيحية من المعلم في أداء التحدث.

هذا البحث يهدف إلى استكشاف منظور الطلاب وتفضيلاتهم على الاستجابة التصحيحية من المعلم في أداء التحدث. يهدف هذا البحث إلى التحقيق في أسباب الطلاب لمنظورهم عن الاستجابة التصحيحية من المعلم. لإجراء هذا البحث، استخدمت الباحثة طريقة انتقائية. وفي جمع البيانات، استخدمت الباحثة الاستبيان والمقابلة. يتكون الاستبيان من جزأين، الجزء الأول لجمع البيانات حول منظور الطلاب عن الاستجابة التصحيحية في أداء التحدث. والثاني هو الاستبيان لجمع البيانات حول تفضيلات الطلاب على الاستجابة التصحيحية من المعلم في أداء التحدث. في هذا البحث، تم استخدام المقابلة لإثراء البيانات التي تم جمعها من خلال الاستبيانات. قد وجدت الباحثة أن الطلاب لديهم منظور إيجابي على الاستجابة التصحيحية من المعلم في أداء التحدث. استجابة المعلم التصحيحية التي يشعر بها الطلاب تفيد وتساعد على تحسين أداء التحدث لدى الطلاب. ووجدت الباحثة أن معظم الطلاب يسرون عندما قدم المعلم استجابة تصحيحية. بل هناك بعض الطلاب الذين يصيبهم القلق عندما يعطي المعلم استجابة تصحيحية. على رغم وجود بعض الطلاب الذين لا يسرون بهذه فلا يجعلهم يكرهون الاستجابة التصحيحية للمعلم. قد وجدت الباحثة أن الطلاب لديهم منظور إيجابي عن الاستجابة التصحيحية للمعلم لأنهم أدركوا أن الاستجابة التصحيحية تساعدهم في تحسين أداء التحدث. ونوع الاستجابة التصحيحية التي يفضلها الطلاب هو التصحيح الصريح. من خلال الوضوح، يمكن للطلاب معرفة أخطائهم بوضوح وتصحيحها بشكل أفضل.

الكلمات الرئيسية: منظور الطالب، تفضيلات الطالب، استجابة المعلم التصحيحية، أداء التحدث



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CHAPTER I

INTRODUCTION

The first section of this introductory chapter describes the background, statement and limitation of the problem and the objectives of the study. Then, the research questions are formulated, and the significances of the study are also justified. Finally, the terms used are clearly defined.

1.1 Background of the Problem

Learning English is very important because English is an international language that people use in the world to communicate. In learning English, the students should master four basic language skills, they are: reading, listening, writing and speaking. While reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the two productive skills necessary to be in the development of effective communication.

According Fulcher (2003), speaking is the verbal use of language to communicate to others. Speaking is always considered as the most complex language skill for foreign language students. Brown (2004) has stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Pollard (2008) stated that speaking is one of the most difficult aspects for students to master. Speaking performance is the most difficult subject for students to develop, especially for Indonesian students, because English is not their mother tongue and it is also rarely used in daily. Indonesian students have very limited opportunities to use



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English society because it is only taught in school as part of the national curriculum. Therefore, it is not surprising if Indonesian students produce some errors in speaking performance. The students do not have much time to think about the appropriate utterance which they should produce while speaking performance. In this case, some errors may appear in their utterance.

Based on the researcher's preliminary study on December, 2019 at SMK Islam Inayah Ujungbatu, ideally the students should be able to having a good speaking performance. However, the reality has shown that the students' speaking performance is still far from the expectations. The students faced some difficulties on their speaking performance. First, students have high anxiety to speak English, they worry about making mistakes. So students had no idea to say, nothing to say when they were on speaking performance. Second, students had an improper pronunciation. They were difficult to pronounce English words well. Third, students had a weak grammar. They faced difficulty in arranging the sentence well. They did not know how to arrange the sentences correctly. Fourth, students had a less vocabulary, difficulty in remembering the words they had in their bank vocabulary and it would make students lost their confidence in speaking performance.

Based on the researcher's preliminary study on December, 2019 at SMK Islam Inayah Ujungbatu, researcher found a specific problem. The students' score was still low. The English passing grade was 72. There were only 98 students from 203 students who had scored above the passing grade and the rest had score below the passing grade.



Based on the phenomena above, the researcher assumed that students of

SMK Islam Inayah Ujungbatu still had difficulties in speaking performance.

The students faced some difficulties during speaking performance, such as anxiety, improper pronunciation, weak grammar, and limited of vocabulary. In case, it is important for teacher to know how to correct the erroneous. Without correcting errors, the errors would be fossilized in students' mind. To avoid the fossilized error, teacher needed to provide corrective feedback.

Ellis (2009) stated that corrective feedback refers to the teacher's response to linguistic errors of student utterances. Corrective feedback is an immediate response or reaction by someone to a speaker's mistake. The main goal of providing corrective feedback is to repair students' error. Through corrective feedback, students became aware of their errors. Phuong and Huan (2018) stated that when students used a word or sentence in the wrong context, students need to be given corrective feedback so that they become aware of their mistakes and avoid making the same errors later. The students can be aware of their own weaknesses and avoid the same errors in the future.

The role and effectiveness of corrective feedback have been studied by many researchers and showed teacher corrective feedback has a positive effect on student language learning. A study conducted by Rydahl (2005), he stated that corrective feedback can help students to improve their language skills. In addition, Tomczyk (2013) states that corrective feedback must be provided and applied in language classes to prevent students from making the same mistakes again. Mubarakah (2018) recently concluded that students need teacher

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corrective feedback to improve their speaking and teacher's corrective feedback can motivate them to speak English better. From all of this research, it can be concluded clearly that corrective feedback has a positive effect in improving students' language learning.

In contrast with researchers who perceive feedback is good to help students improve their language learning, there are some researchers claim that corrective feedback can cause setbacks in students' learning. According to Rahimi (2010) and Agudo (2012), corrective feedback should be avoided because it might be harmful, time consuming, and ineffective. Moreover, Krashen (1982) and Truscott (2007) agree that corrective feedback is useless and harmful. In addition, Elsaghayer (2014) stated that overcorrection of errors will damage the students' self-confidence because the students will be embarrassed when the teachers give the feedback in front of others. And also Gulo (2013) stated that some of the students felt ashamed and scared when they were corrected by the teacher.

Providing corrective feedback should consider the actual students' needs to improve their target language. Teachers have to focus on a certain aspect of language that must be corrected such as lexical, grammatical, semantic errors and etc. In Lee's (2013) study, teachers were strongly opposed to the idea of correcting all of the students' erroneous utterances. Likewise, in Han and Jung's (2007) study, teachers were found to be relatively reluctant toward providing much correction, supporting the idea that students' free speech should not be interrupted. The functions of corrective feedback are not to give too much



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burden in correcting, and every single error must not be corrected since there is no much time for teachers to correct it. And also students would be very uncomfortable and unmotivated to face that they have many errors in their speaking. In a study of Suryoputro & Amaliah (2016), they agreed that corrective feedback has a number of advantages for the development of speaking performance. The corrective feedback can improve: (1) the students' awareness of errors; (2) the students' motivation in making conversation; (3) the students' grammar and pronunciation; and (4) also the students' vocabulary.

According to Ellis (2013), correcting students may be deemed necessary, but it is also seen as potentially dangerous because it can damage learners' receptivity to learning. Teachers need to be extremely sensitive about the way correcting an error. It is important to make sure that teachers' corrective feedback is appropriate for students, so students realize corrective feedback as an important part of the learning process. According to Asnawi (2017), corrective feedback should be seen as a helpful input for the students if it is given at an appropriate time. Fitriana et al. (2016) stated that the acceptance of feedback may vary based on how the correction is given. Therefore, teachers should know about some types of corrective feedback so that the teachers can provide corrective feedback by the appropriate time and way.

There are many teacher's considerations in providing corrective feedback. Teacher needs to consider the questions of when, which, how, and who. The first is about when the errors should be corrected, the teachers will be faced with two possibilities, either immediate or delayed feedback. According



to Gulo (2013), not all students accept teacher corrects them while they speak, it can make the students nervous. Meanwhile, Ozturk (2016) stated that delayed feedback was very useful for students since it clearly showed their errors and also did not make the students nervous. The second question is which errors should be corrected. The concern in this issue is whether all errors should be corrected or only errors obstructing meaning (Sheen & Ellis, 2011) or are grammatical, lexical, and phonological (Tomczyk, 2013). The next issue is about how errors should be corrected. It refers to the strategy to correct the errors covering explicit, recast, elicitation, metalinguistic, clarification requests, and repetition (Ranta & Lyster, 2013). The last issue is about who should correct the error. In this case, the correction might come from teachers, peers, or the students who make the errors. As Hassan (2018) study, the students rejected the peer corrective feedback because they through that peers do not have the required ability and knowledge for correcting the errors.

It is also important to try to uncover the underlying students' perception about teacher's corrective feedback. This issue is important because as Amhrein and Nassaji (2010) stated, if students do not perceive the nature of corrective feedback and if their perception differs from their teachers' intention, they may not benefit from feedback. The teacher should find out what their students think and feel about oral feedback given. Therefore, the teacher needs to know students' perception so the error can be corrected and reduced the negative attitudes of students. There are numerous studies concerning the students' perception about teacher's corrective feedback. In Asnawi (2017) study, the

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students perceived the lecturer oral corrective feedback as an important part of language learning. Muhsin (2016) stated that students strongly agree that their teacher gives them correction in speaking and also agree that their friends should correct their error. The students in Khunaivi (2015) study accepted all the corrective feedbacks were given by the teachers in order not to be fossilized. In addition, students in Tomczyk (2013) study stated that providing corrective feedback is crucial and the best option of providing corrective feedback is not only indicating that a student has committed an error, but also reintroducing rules or a definition for the wrongly used item.

Apart from students' perception of the teacher's corrective feedback, it is also important to try to uncover the underlying students' preference of corrective feedback. This issue is important to be discussed so that the teacher can lead students to speak English well. As Park (2010) points out, "it is important for teachers to know their students' preference for error treatment in order to maximize its potential positive effect on language development". To be able to speak English well, students have to feel comfortable and confident in performing their English to not fear making mistakes. But in fact, many students feel uncomfortable, unconfident, and also fear of making mistakes when speaking English, it may be caused by the inappropriate way teacher used in correcting the students' errors. Therefore, the teacher should know which error should be corrected that students prefer and which type of corrective feedback that students prefer. There are a number of studies that have been discussed students' preference of corrective feedback. In a study conducted in Turkish

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EFL context by Coskun (2010), repetition was the most frequently used type of feedback for grammatical errors. Regarding whether feedback should be immediate or delayed, the learners strongly supported immediate feedback, and they tended to believe that they did not feel ashamed when they were corrected by their peers. A study in the Japanese context, Katayama (2007) found that the students strongly preferred teacher correction, and they preferred their pragmatic errors rather than other kinds of errors to be corrected. In addition, a study conducted by Kaivanpanah, Alavi and Sepehrinia (2015) in Iran, learners strongly supported teacher feedback, but they were also generally positive about peer feedback.

Based on explanation above, there were many researchers that have examined the effectiveness of corrective feedback, the positive and negative role of corrective feedback, the students' perception about corrective feedback, and also students' preference of corrective feedback, but relatively few studies have ever investigate students' perception and preference of teacher's corrective feedback on speaking performance in Indonesian EFL context. Investigating the perceptions and preferences of learners with respect to corrective feedback are as important as teachers' practices since learner preferences are influential in the learning process. Therefore, this study attempted to bridge the gap in the present by investigating students' perception about teacher's corrective feedback on their speaking performance and also analyzing students' preference of the teacher's corrective feedback. It is necessary for researchers to conduct a research entitled: **STUDENTS' PERCEPTION AND PREFERENCE OF**

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TEACHER'S CORRECTIVE FEEDBACK ON SPEAKING PERFORMANCE.

1.2 Statement of the Problem

Based on the background of the problem above, the researcher assumed that students of SMK Islam Inayah Ujungbatu still had difficulties in speaking performance. Ideally the students should be able to having a good speaking performance, but the reality showed that the students' speaking performance was still far from the expectations. The students faced some difficulties on their speaking performance. First, most of the students had high anxiety to speak English, they worried about making mistakes. The students had no idea to say, nothing to say when they were on speaking performance. Second, most of the students had improper pronunciation. They were difficult to pronounce English words well. Third, most of the students had a weak grammar. They faced difficulty in arranging the sentence well. They did not know how to arrange the sentences correctly. Fourth, most of the students had a less vocabulary, difficulty in remembering the words they had in their bank vocabulary and it would make students lose their confidence in speaking performance.

Based on the phenomena above, it is clear that that students of SMK Islam Inayah Ujungbatu still had some difficulties in speaking performance. To make clear the problem, the researcher identifies the problems as follows: why did most of the students have high anxiety, improper pronunciation, weak grammar, less vocabulary in speaking performance? Since no human learning is perfect, it is not a surprise that English students make a lot of errors; it is

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necessary for the teachers provide the students with some kinds of feedback, which often takes the form of correction (Tomkova, 2013). In line with Dulay et.al (1982 cited in Ananda 2018), making errors is an inevitable part of the language learning process. By making error students know how to fix it and they would learn something. Therefore, teachers should provide corrective feedback.

Corrective feedback can play positive and negative in improving students' Language learning. There are strong evidences that teacher's corrective feedback plays positive effect on students' language learning (Mubarokah 2018; Khunaivi 2015; Tomczyk 2013; Rydahl 2005). These studies concluded corrective feedback can help students' to improve their speaking and also motivate them to be better in future. In a study of Suryoputro & Amaliah (2016), they agreed that corrective feedback had a number of advantages for the development of Speaking performance. The corrective feedback can improve: (1) the students' awareness of errors; (2) the students' motivation in making conversation; (3) the students' grammar and pronunciation; and (4) also the students' vocabulary.

On the other side, there are some researchers claim that corrective feedback can cause setbacks in students' learning (Rahimi 2010; Agudo 2010; Truscott 2007; Elsaghayer 2014). These studies perceived that corrective feedback might be harmful, time consuming, and ineffective because it will break the student' self-confidence when the teacher provides corrective feedback in front of others. According to Storch (2010), providing corrective

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feedback on a large number of mistakes can be overwhelming for students, not to mention it took very long time consuming for the teachers. In this case, teachers should know when and how to correct errors and, above all, should consider students' sensitiveness and personality. The teachers should actually avoid making learners feel embarrassed or frustrated when being corrected.

To avoid corrective feedback plays a negative effect on students' speaking, teachers should consider the actual students' needs to improve their speaking. It is also important for teachers to consider the frequency in providing corrective feedback (Mendez & Cruz, 2012). Sometimes too much correction has a negative effect on the students' attitudes or performances. On the other hand, too little corrective feedback can also be a hindrance for efficient and effective language learning. The functions of corrective feedback are not to give too much burden in correcting, and every single error must not be corrected since there is no much time for teachers to correct it. The students also would be very uncomfortable and unmotivated to face that they have many errors in their speaking. Teachers have to focus on a certain aspect of language that must be corrected such as lexical, grammatical, semantic errors and etc. and also teachers need to be extremely sensitive about the way giving feedback and the way correcting an error. Devi (2014) suggested the teachers to provide corrective feedback in a good manner such as consider the timing, the lesson objectives, the type of students' error, the students' characteristics, and the students' learning styles. It is important to make sure that teachers' corrective

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feedback is appropriate for students, so students realize corrective feedback as an important part of the learning process.

Corrective feedback can be provided in a wide variety of ways, and the fact is the students perceive and respond to corrective feedback in different ways (Lyster et.al, 1999). Thus, Ellis (2009) reminds that teachers need to adapt and adjust flexibly a wide variety of corrective feedback techniques to the particular learner's cognitive and affective needs. It does not mean that the teacher can correct all students in the same way. Corrective feedback should be individualized, as students need. Teachers need to be extremely sensitive about the way correcting an error. It is important to make sure that teachers' corrective feedback is appropriate for students, so students realize corrective feedback as an important part of the learning process.

Pertaining about students' perception of corrective feedback, there are a number former researches have done investigated students' perception towards corrective feedback (Asnawi 2017; Muhsin 2016; Khunaivi 2015; Tomczyk 2013). These researches were conducted at the university level. The highlight of these studies concluded that students were strongly agreed and perceived corrective feedback as an important part of language learning. And also there are a number former researches have done investigated students' preference of corrective feedback (Coskun 2010; Katayama 2007; Kaivanpanah, Alavi and Sephrinia 2015). These researches were conducted in a broad context. The highlight of these studies concluded that students strongly preferred teacher correction and supported the immediate feedback.



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Finally, previous research has been conducted in different countries, and different level. Relatively few studies have ever investigates students' perception and preference of the teacher's corrective feedback on speaking performance in Indonesian EFL context. Therefore, the aforementioned condition offers an opportunity for further research on this issue in the Indonesian context, especially in Riau province. To fill the gap, therefore, the present study investigates students' perception of the teacher's corrective feedback on their speaking performance and also analyzing students' preference of the teacher's corrective feedback.

1.3 Limitation of the Problem

Based on the identification of the problem above, it is clear that there are many problems about corrective feedback on speaking performance. Thus, in this research the researcher limits students' perception of the teacher's corrective feedback on their speaking performance and students' preference of the teacher's corrective feedback. This research also investigates students' reasons behind their perception of the teacher's corrective feedback on speaking performance.



1.4 Research Questions

Based on the forementioned purposes and the issues to be discussed in this research, the researcher attempts to address the following questions:

- a. What are students' perceptions of the teacher's corrective feedback on speaking performance?
- b. What are the students' reasons for their perception of the teacher's corrective feedback?
- c. What types of teacher's corrective feedback that students preferred area?

1.5 Objective of the Research

In line with the research question, the objectives of this research are stated as follows:

- a. To explore students' perception of the teacher's corrective feedback on speaking performance.
- b. To investigate the students' reasons for their perception of the teacher's corrective feedback.
- c. To explore students' preferences of the teacher's corrective feedback on speaking performance.

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1.6 Significance of the Study

Related to the objective of the research above, this research focuses on students' perception and preference of the teacher's corrective feedback on speaking performance. This research provides English teacher with a clear description of corrective feedback on speaking performance, especially about how students' perception and preference of teacher's corrective feedback in their speaking performance, so the teacher can improve their techniques in providing feedback. As a result, their feedback can more effectively improve the students' speaking performance.

The students who learn to speak can improve their speaking performance by having a clearer perception about the teacher's corrective feedback. They can be accepted, negative and positive perception about corrective feedback. It is also expected that the students have other meaningful perceptions towards the teacher's corrective feedback. The researcher also hopes that this study can inspire them to conduct further researches about teacher's corrective feedback or other topics related to corrective feedback to enrich the existing study.

1.7 Rationale of the Research

According to the limitation of the problem, this research was chosen because corrective feedback has a positive effect in improving students' language learning. Mubarakah (2018) stated that students need the teacher's corrective feedback to improve their speaking and teacher's corrective feedback can motivate them to speak English better. The purpose of providing the

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corrective feedback is to get the correct target language on students' speaking performance. By providing corrective feedback, students are expected to correct and minimize their own mistakes and they will try to be better.

It is important to try to uncover the underlying students' perception about Teacher's corrective feedback. The teacher should find out what their students think and feel about oral feedback given. Therefore, teacher needs to know students perception so the error can be corrected and reduced the negative attitudes of students. This issue is in line with Amhrein and Nassaji (2010), they stated that if students do not perceive the nature of corrective feedback and if their perception differs from their teachers' intention, they may not benefit from feedback.

Apart from students' perception of the teacher's corrective feedback, it is also important to try to uncover the underlying students' preference of corrective feedback. This issue is important to be discussed so that the teacher can lead students to speak English well. As Park (2010) points out, "it is important for teachers to know their students' preference for error treatment in order to maximize its potential positive effect on language development". To be able to speak English well, students have to feel comfortable and confident in performing their English to not fear making mistakes. But in fact, many students feel uncomfortable, unconfident, and also fear of making mistakes when speaking English, it may be caused by the inappropriate way teacher used in correcting the students' errors. Therefore, the teacher should know which error

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should be corrected that students prefer and which type of corrective feedback that students prefer.

1.8 Definition of Terms

In order to avoid misunderstanding and misinterpretation about the title of the research, it is necessary to define the terms used, as follows:

- a. In the narrow meaning, perception is the view of how people see something. While in the broad meaning, perception is the view of how someone use his mind or senses in perceiving a person or something surrounding (Sobur, 2013).
- b. Preference is a person's taste from various choices or alternatives that available (Danan, 2003). When someone faces various choices, there will be one that is most liked by him/her.
- c. When the teacher says something directly towards students' producing the desirable utterance, corrective feedback is taking place. Corrective feedback refers to teachers' responses to students' utterances containing a linguistic error (Ellis, 2009).
- d. Speaking performance is the realization of competence (Brown, 2007). It is related to how the students show or deliver their idea through words and sentences.

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CHAPTER II

LITERATURE REVIEW

This chapter explores five related areas. First, several theoretical frameworks about students' perception are highlighted. Second, some theories of students' preference are reviewed. Third, some theories of corrective feedback are reviewed. Fourth, some theories of speaking are presented. Finally, the relevant studies are discussed. These areas are reviewed in order to provide a theoretical basis underlining this research focused on students' perception and preference of the teacher's corrective feedback on their speaking performance.

2.1 Students' Perception

2.1.1 Definition of Perception.

There are many definitions of perception that have been proposed by some experts. According to Buchanan and Huczynski (2020), perception is the psychological process concerning attending to, organizing, and interpreting sensory data. According to Sobur (2013), perception in the narrow meaning is the view of how someone sees something while in the broad meaning is the view of how someone perceives something. Rakhmat (2007) defines perception as an observation about objects, events, or relationships obtained by inferring information and interpreting messages. Robbin (2005) argues perception as a process of organizing and interpreting sensory impressions in order to give meaning to the environment around us. George and Jones (2012) define perception as a process by which people select, sort, and translate their own senses' Contribution to give significance and requests to their general



surroundings. Perception can be defined as a person's view of reality.

Perception can be understood as someone's ability to see, to hear, to feel and to present or to understand what they feel about their environment physically and mentally.

The Longman Dictionary defines perception as "the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.)". The Cambridge Dictionary of Psychology (2009) argues perception is the process of creating coherence from the patterns of energy impinging on sensory organs, which allows either consciousness of objects to react differently to them. Meanwhile, Laura A. King (2010) stated that perception is the brain's process of organizing and interpreting sensory information and providing meaning. According to Walgito (2010), perception is a process which begins with sensations, it is, received stimulus by the individual through five senses, then continued to the brain. Perception is more complex than the sensing process. The sensing process is only the first step in the perceptual process. Sensing provides a real picture of an object, while perception can understand more than the real picture of the object. So, if someone has a perception about an object by using the five senses it means that he knows, understands, and realizes that object. People can watch videos, movie, beautiful place and judge or comment on something by using their eyes as the human sense. When people are watching or reading a news as the object of the sight, there will be inputs or stimulus sent to the brain as the awareness center so that people can judge the news they watch. By organizing and

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interpreting the stimulus becoming thing and an integrated response, its process is called as perception.

According to Atkinson (1983), perception is the process by which people organize and interpret the pattern of stimuli in the environment. This definition indicates that perception is from a cognitive process in our mind of a human being. It does not accidentally happen, but it takes long time to perceive certain event and experiences. Someone should experience something so that a perception can be involved. Everyone has own way of seeing, viewing, and perceiving something in his or her life. People may have different perceptions toward an object or thing. Now it is understood that both sensation and the experience can form perception, but the result is different. Santoso (2000) stated that perception that is formed by experience is stronger than perception formed by sensation. It means that the perception which is formed by experience is hard to be changed because someone feels more impressed when he or she experiences it.

2.1.2 Kinds of Perception

According to Irwanto (2002), in terms of individuals interacting with objects that have been perceived, perception can be divided into two kinds, they are:

- a. Positive perception.

The individual provides a positive view of an object or information that is followed by activeness or accept and support the object or stimulus that has been perceived. Positive perception is caused by there is an individual's

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satisfaction of the object and also there is individuals' knowledge and experience about the object that has been perceived.

b. Negative perception.

The individual provides a negative view of an object or information that is followed by passiveness or refuse and against the object or stimulus that has been perceived. Negative perception is caused by there is no individual's satisfaction of the object and also there is no individuals' knowledge and experience about the object that has been perceived.

Therefore, it can be said that positive and negative perception happens because people perceive something based on their feeling of subjectivity and their experience in the past. And also, it can be said that both positive and Negative perceptions will affect an individual doing something. It is supported by Sugihartono et.al (2007), they stated that there are differing views of perception in terms of senses. Some perceive that something is good (positive Perception) or bad (negative perception) that will affect on their real actions.

Positive perceptions will make students think that teacher's corrective feedback is very helpful in improving their speaking performance. Students become aware of mistakes, become aware of the use of correct grammar, pronunciation, and also vocabulary. On the other hand, if it is a negative perception, teacher's corrective feedback will be underestimated by students, or even teacher's corrective feedback will be judged as something scary. Student's confidence will be disturbed when they are interrupted when performing in



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front of the class. This would be a problem if the teacher ignores what kind of perceptions that students have for the given corrective feedback.

2.1.3 Process of Perception

The perception on individual does not occur suddenly, but through a process. According to Buchanan and Huczynski (2020), there are two elements in the perceptual process, bottom-up processing (sensation) and top-down processing (perception).

- Bottom-up processing refers to the people way in processing the raw data received by the sensory apparatus. In this phase, people need selectivity. People cannot pay attention to all of the sensory information available. People can only focus on what is important.
- Top-down processing allows people to order, interpret, make sense of the world around and look for the meaning.

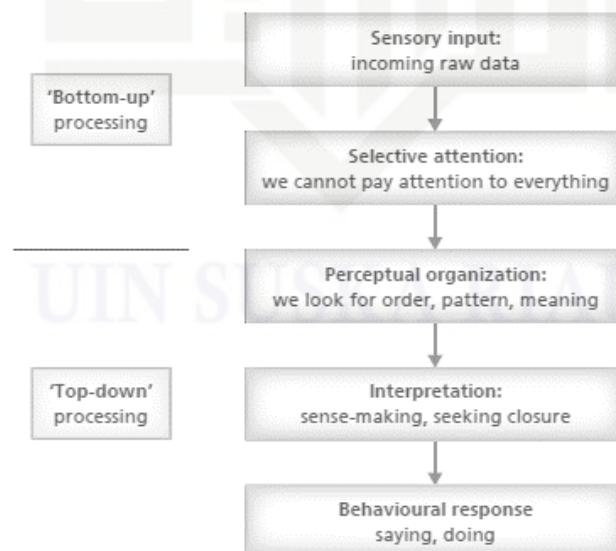


Figure II.1 Elements in the process of perception (Buchanan & Huczynski, 2020)



Qiong (2017) argues that there are three stages of perceptual process.

The first stage is selected. In this stage, the senses are bombarded by some stimuli to receiving or ignoring things. The second stage is organization. After selecting the information, it is necessary to organize it in some way by finding certain meaningful patterns. The third stage is interpretation. After organizing it into something recognizable, it is necessary to attach meaning to the selected stimuli.

In the other side, Walgito (2010) states the perception occurs through several processes as follows:

- a. The physical process, starts with the object rises into a stimulus and the stimuli concerning the sensory receptors.
- b. The physiological processes, stimuli are received by the sense organs and then transferred to the brain through the sensory nerves.
- c. The psychological processes, the brain processes the stimulus until the individual realizes the object about, for example, what is seen or what is heard or what is touched, namely the stimulus received through the sense organs. In this case, the perception process is a process where the individual knows and realizes an object based on the stimulus received by the sense organs.

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2.1.4 Factors Affecting Perception

According to Davidof (1975), there are two factors that influence someone's perception; the first is internal factor and the second is external factor.

- a. Internal factors relate to the physiological system. If the body is disturbed, it will affect one's perception. And internal factors also relate to psychological aspects, such as experience, feelings, thinking skills, frame of reference, motivation will affect one's perception. Each person has different experiences and abilities toward things around them. Thus, there will be a different perception of each person.
- b. External factors are from the environment and stimuli. If the stimuli are clear enough, then, someone's perception will be accurate, but if the stimuli are not clear then the perception will be inaccurate.

Besides, Robbin and Judge (2017) stated there are some factors influencing perception. They are the perceiver, the target, and the situation.

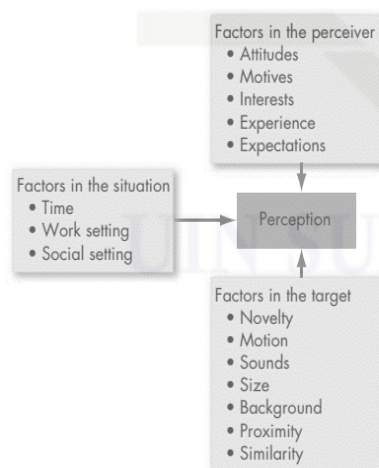


Figure II.2 Factors of perception (Robbin and Judge, 2017)



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a. The Perceiver

People who see something and try to provide an interpretation of what they see, they will be influenced by individual characteristics that also influenced such as attitudes, motives, interests, experiences and expectations.

b. The Target

Motion, sound, size and background of a target shape the way the perceiver make perception about it. Physical appearance plays important role in forming perception to others. The perceiver, in this case, the student will notice the target's physical features like height, weight, estimated age, race and gender. Physical attractiveness often takes entire impression of another person.

c. The Situation

The situation is where the interaction between the perceiver and the target takes place. This characteristic has an influence on the perceiver's impression of the target. The situation is a factor that plays a role in the growth of one's perception.

In short, many factors can influence perception. The perception is influenced by the perceiver, the perceived (object), and the situation. The process of perception is started when the perceiver looked at an object and tried to interpret what they see and feel the sense. The situation also influences the perceiver's perception. The situation in which we see objects or events is important. The element in the surrounding environment also influences the



perception. Therefore, perception is defined as a series of processes which a person collects the data and then interprets it from the situation to obtain meaning of the target or an object.

2.1.5 Principle of Perception

As stated by Slameto (2010), there are some principles of perception. They are:

- a. Perception is relative, not absolute. The perception of someone or group will be different from others, even though they talk about the same object.
- b. Perception is selective. Since someone has a restrictive ability in catching stimulus, so the perception of someone or group appear based on their attention on attractive thing.
- c. Perception has arranging. The perception of someone is an arrangement about an object that influenced by their brain, motivation, experience, and so on. The object arrangement can give influence toward the perception.
- d. Perception is influenced by expectation and readiness. Someone's or group's perceptions will be different with others, it depends on their personality.

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2.1.6 Aspects of Perception

According to Walgito (2003), there are three aspects of perception. They are cognitive, affective and conative aspect.

1. Cognitive aspect

This aspect involves the components of knowledge, views, and also the experiences one has about objects. People in perceiving something are motivated by the aspect of cognition that is their view of something based on experiences that have been heard or seen in their daily lives.

2. Affective aspect

This aspect is related to emotions. This aspect involves organizing a stimulus, where stimuli that have been received will be distinguished and grouped into one's emotions. People in perceiving something can be happy or not happy based on their emotions. This is because of the moral and ethical education they have received since childhood, which then underlies people in perceiving something.

3. Conative aspect

This aspect is related to the willingness and readiness of a person to behave related to the object. This aspect involves organizing and interpreting a stimulus that causes the individual to behave in accordance with the stimulus that has been interpreted.



2.2 Preference

The preference comes from the word "prefer", which means the most preferred. Preference is a way to start or to express something preferably. The word prefers means like, more or like better. Preference can be defined as a way to express that someone like something more than another. It is supported by Danan (2003), he stated that preference is a person's taste from various choices or alternatives that available. When someone faces various choices, there will be one that is most liked by him/her.

Preference is a mental device that consisted of a combination of feelings, hopes, convictions, prejudices, fears or other tendencies that lead individuals to a particular choice (Mapppiare, 1994). Each individual has a preference in determining various choices for their needs. According to Porteus (1977), preferences are part of the component of someone decision making. These components include perceptions, attitudes, and values. These components influence each other in making decisions. Preference is someone's tendency to choose something based on the desires, interests, likes or dislikes which also includes components of perception, attitude, and value (Rakhmat, 2012). Preferences will exist after individuals have their perceptions, values, and attitudes towards the object to be chosen. When the individual is faced with various choices and asked to make a decision, the individual will decide or choose the one according to how his perception or view, how he reacts, and how he gives value to those various

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choices. The preference itself will affect how the satisfaction of the selected object will be. Beside that, preference is also influenced by other factors, namely, motivation or encouragement from the surrounding environment. The motivation that leads to a goal rarely comes suddenly. Brown (1987) states that motivation is commonly thought as an inner drive, impulse, emotion, or desire that moves one to a particular action. It can be said that motivation is the cause or reason for someone doing something. It supported by Ryan and Deci (2000) which argued that being motivated means to be moved to do something. Thus, motivation means a condition that encourages or causes someone to do an action/activity that takes place consciously. Motivation affects the components of individual decision-making. Because it cannot be denied that an individual certainly needs the opinion or encouragement of other individuals to decide on an option.

The term 'preferences' refers to the stable, likes and dislikes that individuals have. These likes and dislikes may be either present- or future-oriented (Sullivan, 2016). An example of a preference for this study would be the statement, "teacher's corrective feedback makes us be more aware of our error". The students who wrote this response enjoy teacher's corrective feedback in the present, and will most likely continue to enjoy them in the future.



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Corrective feedback is supposed to improve students' performance, either when the students' performance is good or when the students' performance is still found some mistakes. However, sometimes the corrective feedback provided by teacher makes the students shy and under pressure. If it is so, instead of correcting students' mistake or improving students' performance, students will not be brave to perform anymore. It is necessary to know the type of corrective feedback that the students prefer so that corrective feedback will run as it should be. It is supported by James (1998), he stated that students' preferences for certain types of correction cannot be ignored of course. When teachers know what their students want to be taught and what they want to learn in teaching and learning process, they can prepare to choose the appropriate technique of feedback in teaching.

2.3 Corrective Feedback

2.3.1 Definition of Corrective Feedback

Richards and Schmidt (2010) stated that feedback refers to comments or information that learners received about their success in learning tasks or tests, either from the teacher or other persons. Lewis (2002 cited in Kusumawati 2012) added that feedback is defined as the way of telling the students about their progress and also facilitating them to improve. In other words, feedback can be defined as the transfer of information from the teacher to the student. Here the teacher not only provides information about students' strengths and weakness, but also the



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teacher gives comments about students' progress in language use (Lewis, 2002). It is supported by Nicol and Macfarlane-Dick (2006), defined feedback as an effective way of encouraging students' reflection on the process of learning.

Lewis (2002) states that there are three sources of feedback, they are teacher feedback, peer feedback and self-feedback. The first is teacher feedback, in which the teacher can give oral feedback or written feedback. The second is peer feedback, in which each student is given more opportunity to be active in sharing and examining their task orally or written. The last is self-feedback, in which the students correct their own task after getting feedback from the teacher or their friends.

According to Sprouls (2013), feedback can be positive and negative. Positive feedback is a response or reaction to indicate that a behavior or task should be continued because that behavior or task is demonstrated correctly. Positive feedback is feedback provided by the teacher when the students succeed in their task or performance. Positive feedback is very important in enhancing students' confidence (Ellis, 2009). Positive feedback could be in the form of praise or award. The teacher gives the positive signal in appreciating students' work, like "excellent", "good job", etc. These signals is supposed to motivate the students in improving their performances. Meanwhile, on the other hand, negative feedback signals that the student's production is incorrect (Ellis, 2009). Negative feedback can be defined as a teacher's correct when the students



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make the mistakes in their performance. Teacher's negative signals like “it is incorrect”, “it does not sound right” are expressed to the students in order they can repair their mistake and change to the correct form.

The correction of mistake or error is called corrective feedback. Corrective feedback is only provided where there is an error because what is not wrong cannot be corrected (Shipale, 2016). According to Ellis et.al (2006), corrective feedback is one type of negative feedback and can consist of “(1) an indication that an error has been committed, (2) provision of the correct target language form, (3) metalinguistic information about the nature of the error, or any combination of these. Corrective feedback is information given by a teacher to students on how well they are doing or to help the students improve the specific points. When the teacher says something directly towards students’ producing the desirable utterance, corrective feedback is taking place.

There is some definitions of corrective feedback put forward by different experts. According to Ellis (2009), corrective feedback refers to teachers’ responses to students’ utterances containing a linguistic error. Loewen & Erlam (2006 cited in Shipale 2016) defines corrective feedback as the information given to learners regarding a linguistic error. In addition, Sheen and Elis (2011) state that corrective feedback refers to the feedback that learners received on the linguistic errors in their oral or written production in a second language. In short, corrective feedback is given as



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an indication that there are errors produced by a student in using the target language.

Teacher's corrective feedback becomes very important in teaching learning process. The teacher as a vital role to correct students' error can avoid the errors of being fossilized. It is also believed that teacher's corrective feedbacks can be regarded as input for the students to improve English (Khunaivi & Hartono, 2015). It means that if the students do not get feedback from the teacher, they will be confused and unmotivated to improve their ability because they do not know what should be done and exactly they are unable to achieve learning goals.

According to Yoshida (2008), corrective feedback can be effective when it is noticed by students and they obtain the feeling of achievement or contribution to the tasks. Mastang (2019) argues that corrective feedback should be seen as a helpful input from the student if it is given at an appropriate time. In addition, Solikhah (2016) stated that the corrective feedback provided by the teachers can improve students' speaking competence, the teacher should not correct the students' errors when the students speak because it can break the flow of speech. It means that the teacher should consider when providing corrective feedback to the students. The teacher could corrects the students' mistake or error in the middle or in the end of their speaking performance. When the teacher provides corrective feedback in the middle of students' speaking performance, the students will feel it as an interruption. Not all students



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accept teacher corrects them while they speak, it can make the students nervous (Gulo, 2013). The students will feel anxious and could lead them to speak carefully. As a result, the students will not speak fluently. Asnawi (2017) states that the teacher's corrective feedback which is given at an unpredictable time during students' speaking performance might be frightened students and make them stop speaking. To avoid this, the teacher should consider about the time of providing corrective feedback to the students.

2.3.2 Role of Corrective Feedback

There will be some effects if the teacher does not provide a corrective feedback or delay in providing corrective feedback when the students made the errors. It will decrease students' motivation in learning and the students may not aware of their errors. Therefore, the students need corrective feedback from the teacher to improve their language learning. According to Asnawi et.al (2017), teacher's corrective feedback is an important part in language learning. Ahmad, et al (2013) stated that corrective feedback can improve learning skills of learners through error correction. In addition, Mubarokah (2018) stated that the teacher's corrective feedback could help the students in improving their speaking performance. The students will obtain praises or criticisms from teacher's corrective feedback. Thus, they will see what area they already understand or still need improvement.



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Through corrective feedback, students can be aware to their own error. Mubarakah (2018) stated that by getting a teacher's corrective feedback, the students could know whether they have done the right, what their weaknesses were and how they could make it better. In addition, a study conducted by Khunaivi and Hartono (2015) showed that by giving the appropriate corrective feedback was believed the students' mistake would not get fossilization in their mind. Here, the role of teacher's corrective feedback is needed to correct the students' mistakes so that their mistakes do not come to be fossilized in their' mind. Hopefully, by providing corrective feedback, the learners can correct their error and they do not make errors in the same part in the future.

2.3.3 Guideline of Teacher Corrective Feedback

According to Ellis (2009), there are general guidelines for correcting students' errors that are presented to teachers as a set of propositions that the teachers can reflect on and debate. They are:

- a. Teachers should ensure the students' attitudes towards corrective feedback, appraise them, and negotiate with them about the agreed goals for corrective feedback.
- b. Teachers should not be afraid to correct students' errors.
- c. Focused corrective feedback is potentially more effective, so the teachers should identify the specific linguistic targets for correction in different lessons.



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- d. Teachers should ensure that students know they are being corrected.
- e. Teachers need to be able to implement a variety of corrective feedback strategies and to adapt the strategies they used to the particular students they are correcting. For instance, the teacher provides a relatively implicit form of correction (e.g., simply indicating that there is an error) and, if the student is unable to do self-correction, teacher moves to a more explicit form (e.g., providing a direct correction).
- f. Teachers need to experiment with the timing of the corrective feedback. Corrective feedback can be both immediate and delayed.
- g. Teachers should be prepared to correct a specific error on several occasions to make the students achieve full their self-regulation.
- h. Teachers should monitor how extensive corrective feedback causes anxiety in learners and should adapt the strategies they use.

2.3.4 Types of Corrective Feedback

Corrective feedback can affect either positive or negative, depends on the timing and the way feedback is provided. For example, when the teacher provides corrective feedback in the middle of students' speaking performance immediately and provides the overcorrection without any explanation about the error, it can negatively affect the students. It can make students confused and stop speaking because it breaks students' focus and concentration and also destroys students' self-confidence. It is in line with Zadkhast and Farahian's



(2017) state that there is a significant effect of immediate and delayed corrective feedback on the students' willingness to communicate.

To avoid these negative effects, the teacher's way in providing corrective feedback of errors made by students is very important to be known so that the erroneous can be corrected and reduced without any occurrences of students' negative attitudes. The teachers need to be extremely sensitive about the way, providing corrective feedback and the way correcting an error. It is important to make sure that teachers' corrective feedback is appropriate for students, so students realize corrective feedback as an important part of the learning process.

Here, the teacher should know about some types of corrective feedback so teachers can provide corrective feedback by the appropriate time and way. Pertaining about the types of corrective feedback, Lyster & Ranta (1997) developed corrective feedback into six types which were classified into two categories which is explained in figure 2.3, as follow:

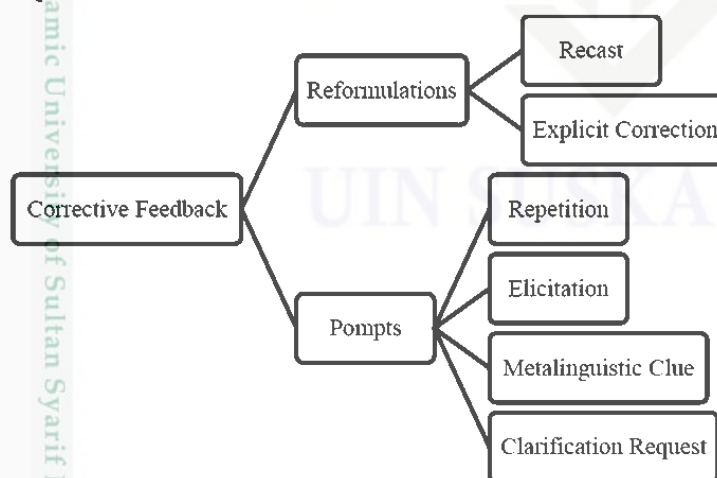


Figure II.3 Types of corrective feedback (Robbin and Judge, 2017)



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Based on figure 2.3 above, the first category of corrective feedback is reformulation. Recast and explicit correction are included in reformulation. Because both these types of corrective feedback provide the correct way when students made erroneously. On the other hand, the second category has prompted including repetition, elicitation, metalinguistic clue, and clarification request. These types of corrective feedback push the students to do self-correction.

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a. Recast

Recast allows teachers to reformulate students' error without pointing out the students' incorrect utterance directly. Teacher implicitly reformulates all or parts of the students' utterance or rephrasing only a part of the utterance, or adding emphasis on the corrected element without indication that the utterance ill-formed. Recasts occur immediately after the erroneous or inappropriate utterance (Yoshida, 2010).



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For example:

S: Ted *sit* beside John

T: yes, Ted *sits* beside John

b. Explicit Correction

Explicit correction refers to a correction that pointed clearly. The teacher immediately supplies the correct form and clearly indicate that what the students say is incorrect. Through explicit, students clearly know their erroneous and fix it better because the students do not have to wait to know the correct version.

For example:

S: I *used* red dress tonight

T: Not *used*. You should say, i *wore* red dress tonight.

c. Repetition

Repetition allows the teacher repeat the students' erroneous in order for students be aware of their mistakes. The teacher repeats the students' erroneous or inappropriate utterance by highlighting the error with emphatic stress (Yoshida, 2010). Through repetition, the students could more notice and think about the correct form.

For example:

S: She go to Teddy's birthday party last night

T: She go to?

S: She went to Teddy's birthday party last night



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d. Elicitation

Elicitation happens when teacher directly elicits the correct form to students' error in order for students be aware and repair the erroneous directly. In providing elicitation, students' utterance strategically is paused in the middle of their performance (Yoshida, 2010). Teacher directly elicits by asking questions or by pausing to allow students to complete teacher's utterance, or asking students to reformulate their utterance. Through elicitation, the students could think deeply about the correct form and also students could learn more.

For example:

S: That is your report book, and this is my

T: My?

S: This is mine.

e. Metalinguistic Clue

Metalinguistic allows teachers to provide information, comments or questions related to the nature of the error without correct it explicitly. The teacher asks students to complete the error with the appropriate linguistic signal. The teacher emphasizes on explicit explanation of forms, such as comments, information or question. The teacher provides metalinguistic comments, feedback, or questions without providing a reformulation (Yoshida, 2010). Through the teacher's explanations, comments and information, the students can recall their knowledge.



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For example:

S: There are a teacher in front of the headmaster's office

T: *There are* is used for plural, for example: there are ten teachers in front of the headmaster's office. If there is only *a teacher* in front of the headmaster's office, you should use *there is*.

f. Clarification Request

Clarification requests happens when the teacher does not understand what students have said and the teacher asks clarification. Teacher requests for further information from a student about a previous utterance or asks a student to reformulate her utterances which are hard to understand. The teacher pauses students' speaking by saying, "pardon me, what did you say?" and students will reformulate their utterance themselves directly.

For example:

S: She *have* a new car

T: Pardon me?

S: She *has* a new car

2.3.5 Timing of Corrective Feedback

Corrective feedback could give positive effects to students if the teacher provides corrective feedback in appropriate way and time. According to Asnawi (2017), corrective feedback should be seen as a helpful input for the students if it is given at an appropriate time. In this case, teachers will face with the choice of either providing corrective feedback immediately or delays to provide the



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corrective feedback. It is the same as Mendez and Cruz's (2012) argument, they stated that corrective feedback can be provided immediately as soon as the errors appear or it can be delayed after the communicative activity has been finished.

There are several differences of opinion of previous experts regarding the timing of providing corrective feedback. Most of the students prefer their error be corrected immediately in the class (Smith's 2010; Mendez & Cruz 2012; Tomzcyk 2013; Quinn 2014; Calsiyao 2015; Ananda 2018). The students cannot wait to know errors they have made. The students can correct their error as soon as teachers' provide corrective feedback. If corrective feedback is delayed, the students can forget what errors which they have produced or said and being difficult to correct their error later.

On the other hand, there are some studies denied the immediate corrective feedback. Solikhah (2016) argues that the teacher should not correct the students' error when the students are speaking. The delayed corrective feedback has a positive effect (Otavio 2010; Hunter 2012). When the teacher provide corrective feedback in the middle of students' speaking performance, the students will feel it as an interruption. Kavaliauskiene, Anusiene, Kaminskene (2009) said that during students' performance, teacher should not interrupt students just to provide corrective feedback to students' errors, because it may raise stress levels and hinder communication. In addition, Asnawi (2017) states that the teacher's corrective feedback which is given at an unpredictable time



during students' speaking performance might be frightened students and make them stop speaking.

2.4 Speaking Performance

2.4.1 Definition of Speaking

Pollard (2008) says that speaking is one of the most difficult aspects for students to master. Derakhshan et al (2015) stated that speaking does not mean only knowing the linguistic parts of a message; developing oral activities needs more than vocabulary memorization and grammatical comprehension. Speaking is not easy, there are three areas of knowledge that composes speaking (Kurum, 2017). They are the mechanics elements of language (pronunciation, grammar, and vocabulary), the speaking functions (transaction and interaction), and the pragmatics or social and cultural norms (turn-taking, rate of speech, length of pauses, participants relative roles). Its supported by Thornbury (2005) who stated that speaking is an interactive and cooperative activity in the management of speaking turns. It implied that the students have to be able to manage the speaking turns, when to speak and when to stop. Giantika (2019) also adds, speaking is not only about knowing how to produce points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also about when, why, and in what ways to produce language (sociolinguistic competence).

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In general, speaking can be defined as the process of the ability to say the sounds of language to express idea orally. Speaking is used for many different purposes. Tarigan (2008) mentioned some important aims of speaking, as follows:

a. To inform

In this case, the speakers want to share ideas or opinion of the listener and give knowledge as well in particular purpose.

b. To entertain

In this case, the speaker wants to make the listener feels happy with the materials which are selected primarily.

c. To persuade

In this case, the speaker tries to confirm the listener to do something in a certain activity. The speaker needs some actions to make the listener interested to perform the actions that the speaker wants.

d. To discuss

In this case, the speaker discusses something because the purpose of speaking is to make some decisions and planning.

According to Thornbury (2005), there are two main purposes of speaking. Speaking has a transactional function, which convey information and facilitate the exchange of goods or services. Then speaking has an interpersonal function, which establishing and maintaining social relations. Kingen (2000) combines the transactional and interpersonal function of speaking into twelve categories, they are:



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- a. Personal. It refers to expressing personal feelings, beliefs, opinions, and ideas.
- b. Descriptive. It refers to describing someone or something.
- c. Narrative. It refers to telling stories or chronologically sequenced events.
- d. Instructive. It refers to, providing instructions or directions that are designed to produce an outcome.
- e. Questioning. It refers to asking questions to obtain information.
- f. Comparative. It refers to comparing two or more objects, people, ideas, or opinions to make a judgment.
- g. Imaginative. It refers to expressing mental images of people, places, events, and objects.
- h. Predictive. It refers to predicting the possible events.
- i. Interpretative. It refers to exploring the meanings, creating the hypothetical deductions, and considering the inferences.
- j. Persuasive. It refers to changing others' opinions, attitudes, or points of view in some way.
- k. Explanatory. It refers to explaining, clarifying, and supporting ideas and opinions.
- l. Informative. It refers to sharing information with others.



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In the other side, Brown and Yule (1983 cited in Richards, 2008) argued

there are three functions of speaking, as follows:

a. Speaking as interaction

Speaking as interaction with what we normally say as conversation which refers interactive communication done by two or more people. Talk as interaction refers to social relation. Talk as interaction is focused on the participant than the message. It is about how people want to present themselves to each other. Talk as interaction involves feedback to one another.

The examples of speaking as interaction are:

- 1) Telling friends about an embarrassing experience
- 2) Chatting with friends over hangout
- 3) Chatting with nearby passengers during the bus trips
- 4) Chatting with lecturer while in an elevator

b. Speaking as a transaction

Speaking as the transaction is more focus on the message being conveyed than the participants. Making others understand what we want to convey clearly and accurately is the central focus of the talk as a transaction. In a talk as transaction, the participants have frequent questions, repetitions, and comprehension checks to make themselves understand.

According to Burns (1998, cited in Richards 2008), there are two types of speaking as a transaction. The first, the transaction in the situation where the focus is on giving and receiving information. For example:



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someone asks for direction on the street, someone inquired about the flight schedule at the airport information desk, and so on. The second, the transaction in the situation which focus on obtaining goods or services. For example: buying something in the market, reserving a ticket in the theater movie, and so on.

c. Speaking as performance

Speaking as performance tends to be in the form of on monologues than dialogues. It means that talk as performance is focused on both message and participants. Talk as performance is more to show about the speaker's performances when he/she conveys the message.

The example of speaking as performance are:

- 1) Student delivers report presentations in front of the class
- 2) The principal delivers a welcoming speech
- 3) The master of ceremony conveys the agenda

From the explanation above, it can be concluded that speaking is a purposeful activity. Speaking is not only about express or share the ideas from the speaker to the listener, but also discussing something and make some decisions.

2.4.2 Definition of Speaking Performance

A person's actual use of language called as performance (Richard and Schmidt, 2010). Performance is done to know someone capacity to produce language. In other words, performance can be defined as students' oral production in transferring the information to the listener. In speaking performances, students



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perform their speaking or produce a language orally to transfer the information to the listener. In order to know the students' speaking skill, teacher usually asks students to do speaking performance. The teacher asks students to perform their speaking in front of the class, such as telling stories, conversation, speech, dialogue, etc.

According to Brown (2007), speaking performance is the realization of competence. It is related to how the students show or deliver their idea through words and sentences. The students perform their speaking or produce a language orally to transfer the information or argument to the listener. Through speaking performance, the students can develop and improve their grammar, vocabulary, and pronunciation.

2.4.3 Aspects of Speaking Performance

To have a good speaking performance, the students have to master the aspects of speaking itself. Each aspect is very important to be mastered by students because it is used to measure how speaking performance of the students. These aspects of speaking performance included:

a. Accuracy

Accuracy focusses on the correct grammar, vocabulary, and other skills.

It is in line with Nunan (2005) stated that accuracy refers to the extent to which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary. Accuracy refers to the students' ability to produce correct sentences grammatically. Not only know correct grammatical rules of the language, but also the



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student should be able to speak accurately. In short, accuracy is the ability to produce language correctly without making grammatical mistakes (Maroua, 2016).

b. Fluency

Fluency is the smoothness of the flow with which sounds, syllables, words, and phrases are joined together when speaking. It refers to the one who express a language quickly and easily without any difficulty. In line with Nunan (2005) states that fluency is the extent to which the learner can speak at an acceptable speed with a few false starts and hesitations. Therefore, fluency refers to ability in producing spoken sentences with ease, efficiency, without pauses or a breakdown of communication. Thornbury (2005) points out the criteria for assessing fluency, they are (1) lack of hesitation, in which students do not hesitate, they speak smoothly, at a natural speech without interruption, (2) length, in which students can put ideas together to form a message or an argument, and (3) independence, in which students are free to express their ideas in a number of ways, keep talking and asking questions in order to keep the conversation going.

c. Pronunciation

Pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements (Thornbury, 2005). It includes pitch, intonation, individual sounds, sounds and spelling, and stress (Harmer, 2001). Pronunciation becomes important because it gives meaning to what is being said. If the pronunciation is wrong, then the meaning of the



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word will change. The speaker who constantly mispronounced can be extremely difficult for others to understand. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

d. Grammar

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Grammar can be defined as the rules that explain how words are combined, arranged, or changed into sentence to show certain kinds of meaning. Grammar is the way words are put together to make correct sentences (Ur, 2000). By using grammar correctly, someone's ideas can across easily.

e. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Vocabulary is at the heart of language learning and language use. Without vocabularies, speakers cannot convey the meaning and communicate in the target language. The students should have many vocabularies in order to be easier in expressing her/his ideas.

f. Comprehension

Richard (2009) views comprehension as a process of decoding, in which measuring to what extent the conversation is understood and appropriate to the context. Comprehension refers to the ability to understand something with reasonable comprehension. According to Heaton (1991), comprehension in speaking refers to the ability of understanding the speaker's intention. The listener not only receive the



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speaker's message, but also the listener gets the point, what the speaker said so that there is no misunderstanding between speaker and listener. In this case, the speakers have to comprehend the topic that they are saying. If the speakers comprehend with their topic, they will speak fluently. The listener will also understand easily what the speaker saying.

Based on the explanation above, the researcher concludes that speaking performance does not only mean how to speak fluently and correctly to be understood by others, but it also produces the utterances or sentences meaningfully and accurately to be understood by others.

2.4.4 Types of Speaking Performance

According to Brown (2004), there are five basic types of classroom speaking performance, they are:

a. Imitative

It includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. The example of imitative speaking test is a word repetition task. The students get the opportunity to listen and to orally repeat some words.



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b. Intensive

It goes one step beyond imitative includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. It usually places students doing the task in pairs (group work). Example of an intensive assessment task includes: dialogue and sentence completion, reading aloud, directed response tasks, and picture-cued task.

c. Responsive

It includes interaction and test comprehension, but a somewhat limited level of very short conversations, standards greeting and small talk, simple requests and comments, and the like. The example of a responsive speaking task includes: paraphrasing, giving directions and instruction, and question and answer.

d. Interactive

It is similar to responsive one, the differences between them is the length and complexity of the interaction which sometimes includes multiple exchanges and/or participants. The interaction can take two forms of transactional language which carried out for the purpose of conveying or exchanging specific information and interpersonal exchanges which carried out more for the purpose of maintaining social relationship than for transmission of facts and information. For instance: interviews, role lays, games, discussions.



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e. Extensive

The teacher gives students extended monologues. It includes short speeches, summaries, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together.

2.4.5 The Problem in Speaking

Some researchers have proven the theory concerning with EFL students difficulties in speaking English. Zhang (2009) stated that speaking remains the most difficult aspect to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are some factors that cause difficulty in speaking, they are:

a. Inhibition

Students are worried about the mistake, fearful of criticism, or simply shy. Students are often inhibited about trying to say a thing in a foreign language in the classroom: worried about making mistakes or simply shy of the attention that their speech attract.

b. Nothing to say

Students cannot think of anything to say. They have no motivated to express themselves beyond the guilty feeling that they should be speaking.

c. Mother-tongue use

Students tend to use their mother tongue because it is easier to express themselves and students feel less exposed if they are speaking their mother tongue.



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d. Attention of Audience

The audiences are not only the students, but also the teacher. Audiences became a factor affecting students' self-confidence, and it was a kind of difficulties in speaking English faced by students.

e. Lacking of Vocabulary

Sometimes, students face difficulty in recalling the words they had in their bank vocabulary. Therefore, students with those problems will have problems in expressing ideas. This also why usually students prefer to keep silent or speak in their mother tongue instead of making mistakes.

f. Weak Grammar

Sometimes, students are worried of making mistakes and being judged as a low intellectual students if they speak in wrong grammatically. Realizing that grammar students had were weak, hence they felt embarrassed when they wanted to produce English sentences orally. This is why students still unwilling to speak up in English.

g. Improper Pronunciation

Usually EFL students, especially Indonesian students, find the difficulty in pronouncing English words well. It happens because they do not know how to pronounce words correctly as in English each word has to be pronounce specially. Different pronunciation means different meaning. Therefore, if a student pronounces a word improperly, it can change the meaning of the topic and caused to misunderstanding of the listener.



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Besides, there are some psychological factors that can hinder students from speaking (Thornbury, 2005). One of them is the fear of making mistakes. As argued by Januariza and Hendriani (2016), students' fear of making mistakes in speaking English had been a common issue, especially in an EFL context like in Indonesia. In this context, students worry about being criticized by the teacher and being laughed at by other students because sounding silly when they are speaking. As a result, students will stop their speaking activity.

2.4.6 The Kind of Error in Speaking Performance

According to Gumbaridze (2013), the mainly errors in speaking performance are:

a. Grammar

The first language interference is the mainly cause of grammatical error. The students just translate the sentence from their first language towards target language. Usually, students tend to make errors in word-order, the use of conditional sentence, subject-verb agreement, and preposition (Gumbaridze, 2012).

b. Pronunciation

The students make an error in pronouncing English words well since they do not know how to pronounce words correctly as in English each word has to be pronounce specially. Torky (2006) argues that the cause of pronunciation errors, mostly because of interfering from the first language and interfere from writing form. Students also often make an error in the use of pitch, spelling, stress and intonation.

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Related Studies

The first related studies is a journal by Rahmi Mubarakah (2018). The title of her research is “Students’ Perception of Teacher’s Oral Corrective Feedback: A Case Study in An Indonesian EFL Class”. This research was aimed at assessing the students’ perceptions of the extent to which teacher’s corrective feedback improve their speaking performance and the types of corrective feedback they prefer. This research gathered data from questionnaires and interviews of 18 first-year EFL private university in Surabaya. This research found that 84% of students agree that the teacher’s corrective feedback can help them improve their speaking ability. Teacher’s corrective feedback motivated students in improving their speaking ability. The students did not have negative feelings after the teacher provided corrective feedback. Teacher’s corrective feedback did not disturb the process of students’ speaking. In terms of relative preferences, out of the six categories of corrective feedback they like explicit correction the most and meta-linguistic feedback the least. They prefer the explicit correction because through the explicit correction they will be able to notice their errors quickly and internalize the correct form. The similarities with this research were about the



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purpose of the research and also the research instruments, and the difference is about the sample of the research.

The second is a journal by Yustia Septiana, Bukhari Daud, and Hendra Heriansyah (2016). The title of their research is “Students’ Perception on Teacher’s Oral Feedback”. The focus of this research was to describe the students’ perceptions toward the teacher’s feedback in correcting their oral errors. This research was a descriptive qualitative research with questionnaire as an instrument of this research. The majority of the students have a positive attitude towards the teacher’s feedback. The students were very like when the teacher is correcting their errors. Meanwhile, there are only a few students who showed a negative attitude towards the teacher's feedback. The students felt embarrassed. The students did not want the teacher to correct them every time. The similarity with this research is on the research purpose which wanted to find out the students’ perception on the teacher’s feedback, and the difference is on the research design and also the research instruments.

The third is a journal by Rinda Fitriana, Bibit Suhatmady, and Iwan Seiawan (2016). The title of their research is “Students’ Preferences towards Corrective Feedback on Students’ Oral Production”. This research was aimed to find out the students’ preference on the type of English teacher’s corrective feedback and also their reasons. This research used a mixed method with questionnaire and interview as instruments in collecting data. The researcher found that the students preferred explicit correction. The students supposed explicit correction was more detail and clearly. Through explicit correction, the



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students did not have to take more time to know the correct version. The similarity with this research is on the research purpose which wanted to find out the students' preference towards the teacher's corrective feedback, and the difference is in the focus of the research. This research was only limited to the discussion in the students' preference toward corrective feedback on classroom oral errors. There is no discussion about students' perception toward the teacher's corrective feedback.

The fourth is a journal that has been written by Asnawi, Teuku Zulfikar and Inas Astila (2017) which entitled "Students' Perception of Oral Corrective Feedback in Speaking Classes". This research was aimed to find out English Department student's perceptions towards lecturers' oral corrective feedback in speaking classes. The researcher used a survey design with a questionnaire in collecting the data. The researcher found that the students perceived lecturers' oral corrective feedback as an important part of language learning because they learnt how to correct their error after being corrected. The students' also perceived that lecturers' oral corrective feedback was very helpful for them in improving their speaking ability. All of the students did not feel bad when lecturers provide corrective feedback. The students preferred to be corrected explicitly because they easily knew what their error and how to correct it. The similarity with this research is about the focus of the research that wanted to find the students' perception toward corrective feedback. And the difference is about the research data collection.



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The fifth is a journal by Muh. Arief Muhsin (2016). The title of his research is “The Effectiveness of Positive Feedback in Teaching Speaking Skill.” This research was aimed to find out the students’ response and perceptions toward corrective feedback in teaching speaking activity. The objects of this research were 70 students of the English Department of Muhammadiyah University Makassar. The researcher used questionnaire in collecting the data for this quantitative research. During the term of students’ response and perception to the teacher’s corrective feedback, the students agreed their errors should be corrected. The author found that the students agreed that their errors be corrected by the teacher. The similarity with this research is about the research purpose, and the difference is about the research method and also the research instrument in collecting the data.

The sixth is a journal by Herman Khunaivi and Rudi Hartono (2015). The title of their research is “Teacher’s and Student’s Perceptions of Corrective Feedback in Teaching Speaking”. This research was a case study with a descriptive qualitative approach which was developed into quantitative approach. The researchers applied observation and recording, in-depth interview, questionnaires, documentation as the instruments for this case study. This research was aimed to (1) find out the types of the spoken errors made by the students in speaking, (2) find out the reasons do the students make the same errors, (3) describing how the teacher provide corrective feedback, (4) exploring the types of corrective feedback that students prefer, and (5) explaining the teachers’ and students’ perceptions towards corrective feedback. The result of this study showed

that (1) the errors mostly made by students were in pronunciation, grammar, and lexical, (2) the students made some errors because they got fossilization, (3) lecturer used corrective feedback to refine students' error by using the types of corrective feedback such as clarification request, explicit correction and elicitation, (4) the students mostly like clarification request, explicit correction and repetition and (5) lecturer's perception towards corrective feedback was to know the lacks of students' speaking and students had very good respond toward lecturer's corrective feedback. The similarity with this research is about the research purpose that wanted to find out the students' perception towards corrective feedback. But in this research, the researchers also wanted to find out the perception by the teacher's side, and the differences are about the research design and research instrument in collecting the data.

The seventh is a journal by Nurul Atma and Utami Widiati (2015) which entitled "EFL Students' Preferences for Corrective Feedback in Speaking Instruction across Speaking Course Levels." This research was aimed to investigate the preferences of EFL students (freshmen and sophomores) including their perception of corrective feedback, types of error to be corrected, timing of correction, sourced of correction, and types of corrective feedback that they preferred. The researcher applied questionnaire and interview in collecting the data for this survey design research. The researchers found that both of freshmen and sophomores welcomed the corrective feedback. The students' willingness to receive teacher corrective feedback would not be influenced, although they were embarrassed when the teacher corrected their errors orally. The both of freshmen



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and sophomore wanted the teacher to correct all errors. Although the students wanted all errors to be corrected, there were certain domains that need to be given more emphasis. The correction of grammar and phonology were perceived need to be always be corrected so that the students will not repeat the same thing in the future. In the terms of timing of correction, both the freshmen and sophomores preferred delaying-feedback. During the term of the correct source, both freshmen and sophomores preferred the correction, which is delivered by the teachers. Finally, the most preferred corrective feedback was explicit correction. The similarity with this research is about both of the researcher wanted to investigate the students' perception and preference towards the teacher's corrective feedback and the difference is on the participants of the research.

The eighth is a journal by Mohammad Soni (2018). The title of his research is "Teachers' and Students' Perceptions on Spoken Corrective Feedback." His research was aimed at finding the students' and teachers' perceptions on spoken corrective feedback and discovering the similarities and differences of perceptions between students and teachers on spoken corrective feedback. The research applied the qualitative research design with observation, questionnaire and interview as the instruments of this research. The researcher found that there were different perceptions on what errors that should be corrected and the preferred corrective feedback. The teacher perceived the highest corrected error was on the grammatical. On the other hand, the students' most favorable on pronunciation error. The teacher preferred using recast, meanwhile the students preferred to be corrected explicitly. Although teachers and students have different



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perceptions on what errors that should be corrected and the preferred corrective feedback, but the both teachers and students thought, spoken corrective feedback was beneficial for improving students' speaking ability and also avoiding the same errors in the future. The similarity with this research is on the research purpose that found out the students' perception of corrective feedback. And the difference is in the sample of the research. In this research, the teachers have contributed as participate in collecting data. And also in this research, the research found out the differences of students' and teachers' perception of corrective feedback.

The ninth is a journal written by Hassan, W.A. and Arslan, Y. F. (2018) which entitled "A Comparative Study on Iraqi EFL Teachers' and Learners' Preferences of Corrective Feedback in Oral Communication". This study was aimed to investigate oral corrective feedback in an Iraqi English as a Foreign Language (EFL) setting by comparing learners' preferences with those of their teachers. This research applied mix method, both quantitative and qualitative, with parallel questionnaire and semi-structured interview as instruments in collecting the data. The researchers found that the majority of the teachers and learners rejected peer feedback because they believed that peers do not have the required ability and knowledge for correcting the errors. They generally had positive views concerning teacher feedback. Teachers do not have a specific type of corrective feedback that they preferred, but for learners the most preferable ones were elicitation and repetition. The similarity with this research is on the research purpose that wanted to find out the students' preference of corrective feedback.

And the difference is in the finding of the research. In this research, the students preferred the teacher applied elicitation.

And the tenth is a journal written by Ananda, R.D., Febriyanti, R.E., Yamin, & M., Mu'in, F. (2017) which entitled "Students' Preferences toward the Oral Corrective Feedback in Speaking Class at English Department Lambung Mangkurat University Academic Year 2015/2016". The aim of this research was to find out kinds of oral error corrective feedback which students prefer, to find out how oral error corrective feedback should be given which students prefer, and to find out when oral error corrective feedback should be given which students prefer. The researcher applied qualitative research by using questionnaire as the instrument in collecting the data. The research finding showed that repetition becomes the most wanted kind of oral error corrective feedback which students prefer. Second, most of students prefer the lecturer gives corrective feedback privately or individually for every error which the students made. Last, the majority of students prefer being corrected in the classroom immediately. Overall, the students give positive attitude towards oral error corrective feedback. However, the lecturer should consider the appropriate kind and ways to give oral error corrective feedback to the students for it can help them in improving their English skills. The similarity with this research is on the research purpose that wanted to find out the students' preference of corrective feedback. And the difference is in the finding of the research. In this research, the students preferred the teacher applied repetition.



Based on all of research above, most of them discussed about how students'

perception of teacher's corrective feedback, how students' preferences of corrective feedback types and one of them comparing students' and teacher's preference of corrective feedback type. There is a gap here. None of them discuss about reason do students have a perception of the teacher's corrective feedback and also reason do students' prefer the teacher's corrective feedback type. The second gap here is from the context of the study, all related studies focus on university students, so still need a research for vocational or senior high school context. Therefore, the researcher wants to combine all of the gaps, that is to explore students' perception and preferences of the teacher's corrective feedback on speaking performance and also to investigate reason do students' perception and preference of the teacher's corrective feedback on speaking performance.

2.6 Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. The operational concept is the concept used to clarify the theories used in the research. It should be interpreted into particular words in order to make it easy to measure.

a. Students' Perception of Teacher's Corrective Feedback

Here are aspects of perception:

- 1) Cognitive aspects, it involves the students' knowledge, views, and also experiences about teacher's corrective feedback.
- 2) Affective aspects, it involves the students' feeling when corrective feedback given by the teacher.



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- 3) Conative aspects, it involves the students' behavior or activity in accordance with their perception of the teacher's corrective feedback.

b. Students' Preference of Teacher's Corrective Feedback

There are some types of corrective feedback, as follows:

- 1) Recast, teacher replaces the error part with the corrected form without directly pointing out the erroneous.
- 2) Explicit Correction, teacher points the students' mistake clearly and supplies the correct form.
- 3) Repetition, the teacher repeats the students' erroneous and highlight the error by adjusting the intonation.
- 4) Elicitation, teacher elicits the correct form by giving question to complete the utterance.
- 5) Metalinguistic Clue, teachers encourages students to do self-correction by providing them the information, comments or question.
- 6) Clarification Request, the teacher pauses students' speaking and asks clarification by saying, "pardon me, what did you say?"

c. Kinds of Error on Speaking Performance

The following are the kind of errors that students often make on speaking performance:

- 1) Grammar, refers to erroneous in organizing and combining words into correct sentences.
- 2) Pronunciation, refers to erroneous in pronouncing sentence well. It includes pitch, spelling, stress and intonation.



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- 3) Vocabulary, refers to erroneous in choosing the appropriate words with its context.

2.7 Theoretical Frameworks

In constructing sentences while speaking, students perhaps will find difficulties such as lack of vocabulary, grammar, or even the content. Phuong and Huan (2018) stated that when learners use a word in a context, it does not belong to, mispronounce words, or make syntactic errors, it is necessary for learners receive corrective feedback that makes them become aware of their errors and then avoid making such similar errors again. Without correcting errors, the errors would be fossilized in students' mind. To avoid the fossilized error, teacher needs to provide corrective feedback. Teacher's corrective feedback can help students in decreasing their confusion. Corrective feedback can guide students in enhancing their performance either.

Students' perception would affect the students' response and attitude in the learning process. There are some factors that affect it, such as students' expectation, motivation, and previous experience. When students' perception is positive, the acceptance information on teacher's corrective feedback would be effective, but if the students' perception is negative, the acceptance information about corrective feedback will be disturbed. It means that students' perception will give a big influence to the success of corrective feedback.



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The corrective feedback provided by teacher, sometimes does not run well

since it often makes them shy and down. By knowing the type of corrective feedback that students prefer the most, teachers can adjust the type of corrective feedback that they use with the type of corrective feedback that the students prefer the most. If it is so, corrective feedback can be useful to improve the students' speaking performance.

This research can be illustrated, as follows:

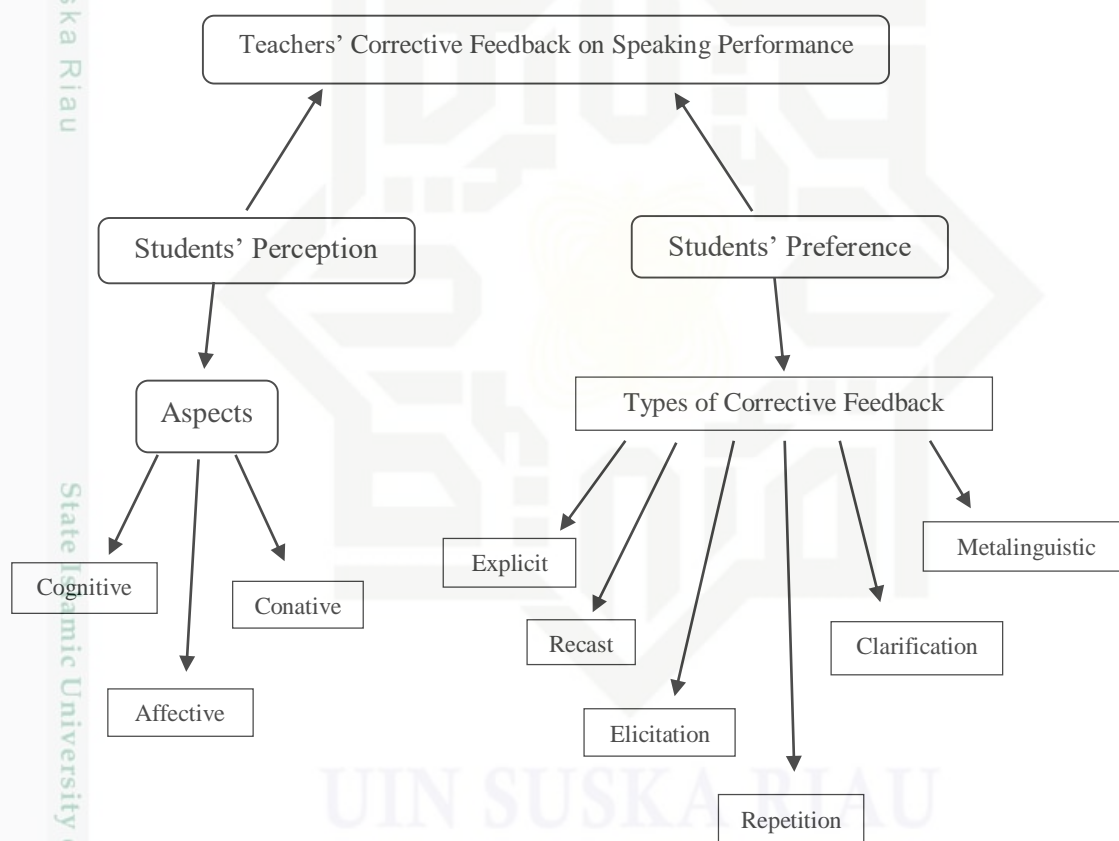


Figure II.4 Theoretical Framework

CHAPTER III

RESEARCH METHOD

The methodology of the study is explained in this chapter, including research design, and location of the research. Then, the participants and sampling process, method of data collection and data analysis are presented. Finally, this chapter discussed the trustworthiness and the ethical consideration.

3.1 Research Design

Creswell (2012) states that research design is planned and the procedure for research to detailed the methods of data collection and analysis. Besides, research design is a plan of the researcher on how to conduct the research to gain an understanding of a phenomenon or some groups based on the context (Ary, 2010). In conducting research, research design is necessary to ensure the evidence obtained enables to answer the research question as unambiguously as possible.

To conduct this research, the researcher used mixed method. Mixed method is a research method that combines or associates qualitative and quantitative forms. According to Creswell (2012), mixed method is a research method that combines two forms of research, qualitative and quantitative research. In addition, Sugiyono (2008) stated that mix method is a research method that combines qualitative research and quantitative research that is used simultaneously in order to obtain more comprehensive, objective, valid, and reliable data. This study used a mixed method to get the data, it based on the characteristics of mixed method are: a) collecting and analyzing both quantitative



and qualitative data, b) mixing two forms of data in different ways, c) giving priority to one or both forms of data, and d) being in a single study or in a series of study (Creswell & Plano Clark, 2018).

This research used an explanatory sequential mixed method design. According to Creswell & Plano Clark (2018), the explanatory sequential design is a mixed methods design in which the researcher begins by conducting a quantitative method and follows up on specific results with qualitative methods to help explain the quantitative results before. In this design, the first step was collecting and analyzing quantitative data and then followed by collecting and analyzing qualitative data that were built based on quantitative results (Creswell, 2012). Firstly, the researcher collected and analyzed quantitative data through a questionnaire in answering the first and third research questions, what are the students' perception and preference of the teacher's corrective feedback on speaking performance. Then, the researcher collected and analyzed qualitative data through interviews in answering the second and fourth research questions, what are the students' reasons have perception and preference of the teacher's corrective speaking performance.

3.2 Research Site

This research was conducted in SMK Islam Inayah Ujungbatu on Sudirman Street, Pematang Tebih Ujungbatu. SMK Islam Inayah Ujungbatu was selected as the research location because of the consideration that the research activities would be easy to conduct in terms of its location and public transportation were easily accessible. It would also be efficient due to limited



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budget and time-management researcher has. So, this would make easier for the researcher to conduct the data collection since this is an unfunded research project from any institution or organization. This research was held in March 2020.

3.3 Participants and Sample of the Research

3.3.1 Participants of the Research

The participants of this research were all of first grade students in SMK Islam Inayah Ujungbatu. The first grade of students in SMK Islam Inayah Ujungbatu consisted of six classes with the total were 203 students. All first grade students in SMK Islam Inayah Ujungbatu would be participants to get data about what students' perception and preference of the teacher's corrective feedback on speaking performance. The specification of participants could be seen on the table below;

Table III.1

Participants of the First Grade Students of SMK Islam Inayah Ujungbatu

No.	Class	Number of students
1.	X TKJ 1	32
2.	X TKJ 2	33
3.	X APHP	29
4.	X TKRO	36
5.	X PKM	38
6.	X TBSM	35
Total		203



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3.3.2 Sample of the Research

The sample is the amount of participants that is chosen to be representative of the population to collect the data of research. According to Arikunto (2013), if the participant is less than 100 people, the whole participants should be taken as sample. And if the participant is large or more than 100 people, the sample can be taken 10-15% or 20-25% of the total of the participants.

The first grade of students in SMK Islam Inayah Ujungbatu consisted of six classes with the total were 203 students. From the total of participants, 15% of They were taken in order to all classes could be represented as a sample. The number of samples were 15% of 203 students = 30 students. In order to all classes could be represented, the sample was taken from each class in the same proportion, as follows:

Table III.2

Sample of the First Grade Students of SMK Islam Inayah Ujungbatu

No.	Class	Number of students	Percentage	Sample
1.	X TKJ 1	32	15%	5
2.	X TKJ 2	33	15%	5
3.	X APHP	29	15%	4
4.	X TKRO	36	15%	5
5.	X PKM	38	15%	6
6.	X TBSM	35	15%	5
Total		203		30



3.4 Technique of Collecting Data

Since this research was a mixed method, the researcher needs to collect the quantitative and qualitative data. Firstly, the researcher collected the quantitative data. Then, the researcher collected the qualitative data to support the quantitative data.

3.4.1 Quantitative Data Collection

3.4.1.1 Questionnaire

In the present research, a questionnaire was used as the first technique to collect the data needed. Ary (2010) stated that, in questionnaire respondents provided written response to questions or mark items that indicated their response. There were two kinds of questionnaire based on the way in answering. There were close-ended questionnaire and an open-ended questionnaire. In the close-ended questionnaire, the option answer was available. The respondents only needed to choose one of the available options. In open-ended questionnaire, researcher gave opportunities to the respondents to answer the questions using their own words. In other word, the researcher did not limit the participants' answer.

In this research, the questionnaires were given to all of the first grade of students in SMK Islam Inayah Ujungbatu. Researcher used close-ended questionnaires. The items of questionnaires were written in Indonesian to make it easier for students to answer each of the questionnaire items given.

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The questionnaires consisted of two parts. The first part was a questionnaire for gathering data about students' perception of the teacher's corrective feedback on speaking performance. There were 15 statements on this questionnaire. The questionnaire used Likert Scale with four options without using a neutral answer in order to respondents' answers to be more assertive. Likert Scale with four options was recommended because if there are five options, the respondents tend to choose the option in the middle, which felt safe and did not provide a strong opinion to agree or not (Azwar, 1997; Arikunto, 2006). There were two statements in this scale. They were positive (favorable) and negative (unfavorable) statements. Favorable statement was a statement that contained positive things that the sentence was supportive and siding with the indicators. On the contrary, the unfavorable statement contained negative things that did not support the indicators. The following is the score of Likert Scale:

Table III.3

Score of Likert Scale

Category	Favorable score	Unfavorable Score
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4



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The following is the blue print of students' perception of the teacher's corrective feedback on speaking performance questionnaire:

Table III.4

Blue Print of Questionnaire Students' Perception of Teacher's Corrective Feedback on Speaking Performance

No.	Aspects	Favorable item	Unfavorable item
1	Cognitive		
	Knowledge	4	14
	Views	1, 15	11, 13
	Experience	5	6
2	Affective		
	Feeling	7, 10	8, 9
3	Conative		
	Behavior	2, 12	3

Then, the second part was a questionnaire for gathering data about students' preferences of the teacher's corrective feedback on speaking performance. This questionnaire used a Likert Scale with four options, which strongly disagree (1), disagree (2), agree (3) and strongly agree (4) without using a neutral answer in order to respondents' answers be more assertive. There were 20 statements adapted from Kaivanpanah (2016).

The following is the blue print of students' preference of the teacher's corrective feedback on speaking performance questionnaire:



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Table III.5

Blue Print of Questionnaire Students' Preference of Teacher's Corrective Feedback on Speaking Performance

No.	Topic	Item Number
1	The types of teacher's corrective feedback	
	Explicit	3, 13
	Recast	4, 11
	Elicitation	12, 18
	Repetition	16, 20
	Clarification	2, 6
	Metalinguistic	8, 14
2	The kinds of error teacher corrects on speaking performance	
	Grammar	1, 15
	Pronunciation	5, 7, 9, 19
	Vocabulary	10, 17

3.4.1.1 Validity and Reliability

3.4.1.1.1 Validity

According to Sugiyono (2017), the instruments can be said valid if measuring accurately what should be measured. In this research, validity was used to ensure if the statements in the questionnaire are relevant or not with the research objectives. There are four types of validity, they are: predictive validity, concurrent validity, construct validity, and content validity. The researcher used content validity for this research. The questionnaire



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was constructed based on the indicators of students' perception and students' preference of the teacher's corrective feedback on speaking performance.

To find out the validity of questionnaire, researcher calculated it by using Product Moment formula from Pearson on SPSS 22 version. The standard value of validity is $r_{\text{item}} > r_{\text{table}} = \text{valid}$. The following is item validity of students' perception of the teacher's corrective feedback on speaking performance:

Table III.6

The Item Validity of Questionnaire Students' Perception of Teacher's Corrective Feedback on Speaking Performance

Item Number	r-item	r-table	Result
1	0.381	0.306	Valid
2	0.408	0.306	Valid
3	0.498	0.306	Valid
4	0.365	0.306	Valid
5	0.331	0.306	Valid
6	0.378	0.306	Valid
7	0.317	0.306	Valid
8	0.490	0.306	Valid
9	0.366	0.306	Valid
10	0.387	0.306	Valid
11	0.423	0.306	Valid
12	0.339	0.306	Valid
13	0.438	0.306	Valid
14	0.367	0.306	Valid
15	0.388	0.306	Valid



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Table III.7

The Item Validity of Questionnaire Students' Preference of Teacher's Corrective Feedback on Speaking Performance

Item Number	r-item	r-table	Result
1	0.458	0.306	Valid
2	0.550	0.306	Valid
3	0.422	0.306	Valid
4	0.393	0.306	Valid
5	0.382	0.306	Valid
6	0.358	0.306	Valid
7	0.421	0.306	Valid
8	0.379	0.306	Valid
9	0.320	0.306	Valid
10	0.618	0.306	Valid
11	0.407	0.306	Valid
12	0.382	0.306	Valid
13	0.382	0.306	Valid
14	0.517	0.306	Valid
15	0.503	0.306	Valid
16	0.534	0.306	Valid
17	0.402	0.306	Valid
18	0.325	0.306	Valid
19	0.559	0.306	Valid
20	0.580	0.306	Valid

3.4.1.1.2 Reliability

According to Arikunto (2013), an instrument can be said reliable if it is trustworthy, consistent, and if it is used to measure the same subject, the results are not much different. Reliability means a good instrument should give a consistent result. It is clear that reliability is used to measure the quality of the questionnaire scores and the consistency of the questionnaire.



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In finding the reliability of the questionnaire, the researcher used the Cronbach Alpha formula in the SPSS 22 version. The reliability level with the Cronbach Alpha can be seen as in the following table:

Table III.8

Reliability Level of Cronbach Alpha

Level of Reliability	Cronbach Alpha
Very High	0.80 - 1.0
High	0.60 - 0.80
Enough	0.40 - 0.60
Low	0.20 - 0.40
Very Low	0.00 - 0.20

To obtain the reliability of the questionnaire given, the researcher used SPSS 22 version to find out whether the questionnaires were reliable or not.

Table III.9

Reliability Statistics of Questionnaire Students' Perception of Teacher's Corrective Feedback on Speaking Performance

Cronbach's Alpha	N of Items
.787	15

Based on the table above, it can be seen that the value of Cronbach's Alpha is 0.787. Based on the reliability level above, it can be said that reliability was accepted which was $0.60 < 0.787 < 0.80$ or higher than 0.60 and lower than 0.80. It also can be stated that reliability is high level.



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Table III.10

Reliability Statistics of Questionnaire Students' Preference of Teacher's Corrective Feedback on Speaking Performance

Cronbach's Alpha	N of Items
.857	20

Based on the table above, it can be seen that the value of Cronbach's Alpha is 0.857. Based on the reliability level above, it can be said that reliability was accepted which was $0.80 < 0.857 < 1.0$ or higher than 0.80 and lower than 1.0. It also can be stated that reliability is very high level.

3.4.2 Qualitative Data Collection

3.4.2.1 Interview

According Sugiyono (2008), the interview is a meeting of two persons who exchange information and idea, resulting in communication and joint construction of meaning about a particular topic. Ary (2010) added that interviews were used in gathering data from people about opinions, beliefs, and feeling about situations in their own words. In this research, the interview is used as the second technique to gather data about students' perception of the teacher's corrective feedback on speaking performance and also students' preference of the teacher's corrective feedback on speaking performance. The purpose of using interview was to enrich the data that have been collected through giving questionnaire. By doing the interview, it provided additional information when it missed to describe detailed personal information (Creswell, 2012).



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The interview was employed to validate the data from questionnaires before. In this case, Alwasilah (2011) stated that the using various techniques in collecting data were triangulation technique, which was needed to reduce of other techniques before and to make the findings and interpretation more accurate and credible data. Cresswell (2012) stated that triangulation is a process of corroborating evidence from different individuals, types of data, or method of data collection in descriptions and themes in qualitative research. In this research, the researcher used triangulation based on the types of data (numeric data from questionnaires and text data from transcribed interviews) and also different method of data collection (questionnaire and interview).

The semi-structured interviews were carried out to this research. The researcher used a list of questions like in the structured interview type and was also permitted to add the questions to explore the topic in more detail (Ary, 2010). The researcher did a one-on-one interview. The interviews were conducted individually with each student. Cresswell (2012) states that researcher asks question from only one participant in the study at a time. There were seven interview questions. During interviews, the researcher used audio recorder with the permission of all of the participants as a tool beside listening carefully and making a note on what the informants (data source) said. The following is the guideline of the interview:



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Table III.11
Guideline of Interview

No.	Question
1	How beneficial do you think corrective feedback is for your speaking performance?
2	How often does your teacher correct your mistakes on speaking performance? Do you like it or not?
3	What kind of error that your teacher often corrected on your speaking performance is?
4	How does your teacher usually correct your mistakes on speaking performance? Do you like it or not?
5	Based on your opinion, what way of corrective feedback do you preferred? Why?
6	How do you feel about the way your teacher provide corrective feedback on your speaking performance?
7	What is your reaction when your teacher provide corrective feedback as soon as you make error on speaking performance?

3.5 Technique of Data Analysis

3.5.1 Quantitative Data Analysis

For the first questionnaire, that is the students' perception of the teacher's corrective feedback on speaking performance, the result of students' questionnaire would be added up and calculated using a likert-scale:

To find out Mean T (MT) as follows:

$$MT = \frac{(\sum T)}{n}$$

where MT = Mean T

$\sum T$ = number of averages

n = number of respondents



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To find out the students' perception using T score as follows
 (Azwar, 2011):

$$T \text{ score} = 50 + 10 \frac{(x_i - \bar{x})}{SD}$$

where 50 = the constant of median as mean

10 = the constant of standard deviation

x_i = respondent's score

\bar{x} = mean score

SD = standard deviation

To determine the respondent's perception categories are, as follows
 (Azwar, 2011):

- a. Perception is positive, if the T score > T Mean
- b. Perception is negative, if the T score < T Mean

Then, for the second questionnaire, that is the students' preferences of teacher's corrective feedback on speaking performance will be analyzed by using the percentage formula. The data will be interpreted based on the students' answer. The formula of percentage (Arikunto, 2013), as follows:

$$P = \frac{F}{N} \times 100\%$$

where P = percentage

F = number of respondents in categories

N = number of sample



3.5.2 Qualitative Data Analysis

According to Creswell (2012), analyzing qualitative data requires understanding how to make sense of the text and images so that you can form answers to your research questions. Therefore, the data from the interview, which is documented by video and audio recorder will be transcribed into written form, not numbers that find in quantitative data analysis.

The researcher analyzed the data from interview by using Gay's analysis data method. There were four steps of analysis data according to Gay (2012), they are: the first step, reading and meaning. Researcher read and wrote memos about transcribed data from the interview, which was documented by audio recorder.

Researcher wrote down the data of interview in Bahasa or mother tongue based on the interview process. Research kept the language and would not translate the conversation into English for the authentic data.

The second step, describing. Gay (2012) states that describing involves developing through and comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research. A researcher described thoroughly students' perception and preferences of the teacher's corrective feedback on speaking performance. The researcher also made a note description about reason do students' perception and preference of the teacher's corrective feedback on speaking performance.

The third step, classifying. The researcher broke down the data through the process of classifying or coding. The pieces of data were then categorized into smaller unit of segments (themes) which needed to answer the research



question. Gay (2012) states a category is a classification of ideas or concepts; categorization, then is groping the data into themes.

The last step, interpreting. Gay (2012) stated that the goal of data interpretation is to find meaning in the data. All the data were interpreted in details as the points in the findings. The findings were discussed then relating with the theoretical used in this study before getting the conclusion.

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CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter deals with two parts. The first part is the conclusion based on the data analysis about students' perception and preference of the teacher's corrective feedback on speaking performance. The second part is the implication and recommendations for the teachers, the students, also the other researchers.

5.1 Conclusion

This research was designed to figure out students' perception and preference of the teacher's corrective feedback on speaking performance. There are three main research questions to answer in this research. The first research question is about students' perception of the teacher's corrective feedback on speaking performance. The second one is about the students' reasons have the perception of the teacher's corrective feedback. The last is about the type of the teacher's corrective feedback that students' preferred.

Based on the finding and discussion, the researchers conclude that the students have positive perception to the teacher's corrective feedback on speaking performance. The students perceived teacher's corrective feedback is very beneficial and helpful for improving their speaking performance. The majority of students felt happy when the teacher provided corrective feedback. But, there was still a few students felt anxiety when teacher's provided corrective feedback. Although there was a few students felt bad, but it did not make students hate to the teacher's corrective feedback. The students accepted the teacher's corrective feedback positively. The majority of students accepted and followed the



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correction and advice given by the teacher. But, there was still a few students do not care and just keep silence when teacher provide corrective feedback. This positive response also showed by the students from their emotional response and reaction. The finding of this study was in line with Hattie and Timperley (2007) who said that feedback is more effective when it is addressed not carry high threats to self-esteem. In this study, most of the students perceive that they do not hate of being corrected by the teacher, although some of them still feel worried of making mistake in speaking.

The students have positive perception to the teacher's corrective feedback because they realized that teacher's corrective feedback was very helpful for them in improving their speaking performance. Through the teacher's corrective feedback, the students can be aware of their mistake on speaking performance. The students could learn a lot from their mistake. The students were motivated to not repeat the same mistake so that they could be better in speaking performance.

The type of teacher's corrective feedback that students preferred was explicit correction. The students preferred the teacher overtly provide the correct form when they made mistakes on their speaking performance. Teacher supplies the correct form and clearly indicate that what the students say is incorrect. Through explicit, students clearly know their erroneous and fix it better.

5.2 Implication and Recommendation

Based on the finding of this research, there some recommendation that are useful to teacher in providing better corrective feedback so that students have more the positive perception includes more positive response and reaction to teacher's corrective feedback. the recommendation can be useful for the teacher, students and future researchers.

Firstly, the students preferred explicit correction because the teacher mostly provided explicit correction rather than other types of corrective feedback. Through explicit, the teacher overtly provide the correct form when the students made mistakes on their speaking performance. The teacher only provide the correct form without any question and explanation related to the students' mistake. The teacher is suggested to provide the other types of corrective feedback that provide any question and explanation related to the students' mistake. Through the teachers' question and explanation related to the students' mistake, the students can remember it continuously so that they can avoid the same mistakes in the future.

Secondly, the researcher also recommends to all of the students to be more cooperative when the teacher provides corrective feedback. All students are suggested to accept and follow the teacher's correction when they make mistakes in speaking performance. It will aim to avoid fossilization in the future.



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Thirdly, the researcher took sample only a few students in each class which seemed insufficient to obtain data about students' perception and preference of the teacher's corrective feedback. For this reason, the researcher suggests the future researcher to obtain the data on the larger sample with deeper analysis and with more valid instruments to get a better data about students' perception and preference to the teacher's corrective feedback.

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APPENDICES

APPENDIX 1

The List of Questionnaire Students' Perception of Teacher's Corrective Feedback on Speaking Performance

NO	STATEMENT	SD	D	A	SA
1	Teacher's corrective feedback is very beneficial for improving my speaking performance.				
2	Teacher's corrective feedback makes me aware of my errors and avoid repeating the same errors on speaking performance.				
3	I always forget which error teacher corrected and I repeat my errors on speaking performance.				
4	By getting teacher's corrective feedback, it can raising my knowledge how to speak English very well				
5	I have learnt a lot from teacher's corrective feedback on my speaking performance.				
6	I get nothing from teacher's corrective feedback on speaking performance				
7	Every time my teacher corrects my speaking performance, i feel i learn more				
8	I feel interrupted when teacher corrects me on speaking performance				
9	I feel nervous when teacher corrects as soon as I make errors on my speaking performance.				
10	Teacher's corrective feedback on speaking performance motivates me to speak English better.				



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11	Teacher's corrective feedback is harmful, it can break students' confidence on speaking performance				
12	I do self-correction as soon as teacher provides corrective feedback				
13	Teacher's corrective feedback makes me doubt to myself				
14	I am difficult to understand the meaning of my teacher's corrective feedback				
15	Teacher's corrective feedback helps me identify my weak area on speaking performance				

APPENDIX 2

The List of Questionnaire Students' Preference of Teacher's Corrective Feedback on Speaking Performance

NO	STATEMENT	SD	D	A	SA
1	I like my teacher repeats my grammatical error and waiting for me to do self-correction				
2	I prefer my teacher provides some wrong and correct examples like "he go or he goes" and ask me to choose the correct answer				
3	I prefer my teacher repeats the utterance up to the erroneous part and wait for self-correction				
4	I prefer my teacher replaces the error part with the corrected form without directly pointing out the erroneous				
5	I like when my teacher repeats only in the error area of my pronunciation in the correct form				
6	I prefer my teacher asks me for self-correction by saying "sorry?" or "excuse me?"				
7	I like my teacher directly indicates when there is an error on my pronunciation and provides the correct one.				
8	I prefer my teacher simply give the correct form of the erroneous utterance				
9	I like my teacher repeats the error and changes the intonation to draw my attention to indicate that there is a problem on my pronunciation				
10	I like my teacher gives comment when I choose wrong word on speaking performance				
11	I prefer my teacher repeats the correct form of the erroneous part				

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12	I prefer my teacher repeats the erroneous part with a rising intonation helping notice the error				
13	I prefer my teacher repeats the whole utterance with the corrected form in a normal tone				
14	I prefer my teacher corrects the error include the explanation about the erroneous				
15	I like my teacher repeat and replace the error with the correct form when I use wrong subject-agreement on speaking performance				
16	I prefer my teacher repeats the erroneous part of my utterance with an interrogative tone and ask me to correct				
17	I like my teacher repeat and replace the error with the correct form when I use inappropriate word on speaking performance				
18	I prefer my teacher repeats the whole utterance but stress on the erroneous part so that I can notice it easier				
19	I like it my teacher asks me what i meant by using phrases like "Pardon me?" when i use wrong pronunciation on speaking performance				
20	I prefer my teacher repeats only on the erroneous part of my utterance with interrogative tone.				



APPENDIX 3

The Item Validity of Questionnaire Students' Perception of Teacher's Corrective Feedback on Speaking Performance

Item Number	r-item	r-table	Result
1	0.381	0.306	Valid
2	0.408	0.306	Valid
3	0.498	0.306	Valid
4	0.365	0.306	Valid
5	0.331	0.306	Valid
6	0.378	0.306	Valid
7	0.317	0.306	Valid
8	0.490	0.306	Valid
9	0.366	0.306	Valid
10	0.387	0.306	Valid
11	0.423	0.306	Valid
12	0.339	0.306	Valid
13	0.438	0.306	Valid
14	0.367	0.306	Valid
15	0.388	0.306	Valid

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APPENDIX 4

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The Item Validity of Questionnaire Students' Preference of Teacher's Corrective Feedback on Speaking Performance

Item Number	r-item	r-table	Result
1	0.458	0.306	Valid
2	0.550	0.306	Valid
3	0.422	0.306	Valid
4	0.393	0.306	Valid
5	0.382	0.306	Valid
6	0.358	0.306	Valid
7	0.421	0.306	Valid
8	0.379	0.306	Valid
9	0.320	0.306	Valid
10	0.618	0.306	Valid
11	0.407	0.306	Valid
12	0.382	0.306	Valid
13	0.382	0.306	Valid
14	0.517	0.306	Valid
15	0.503	0.306	Valid
16	0.534	0.306	Valid
17	0.402	0.306	Valid
18	0.325	0.306	Valid
19	0.559	0.306	Valid
20	0.580	0.306	Valid

APPENDIX 5

**Tabulation of Questionnaire
Students' Perception of Teacher's
Corrective Feedback on Speaking Performance**

Students	Item Number															Xi	Xi2	Mean
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Student 1	3	4	3	3	3	4	4	4	4	4	4	3	3	3	3	52	2704	3,47
Student 2	3	3	4	4	3	3	4	3	3	3	3	3	3	4	3	49	2401	3,27
Student 3	4	4	3	3	4	3	4	4	3	4	4	3	4	3	4	54	2916	3,6
Student 4	3	4	3	4	4	3	4	3	3	3	3	3	3	3	3	49	2401	3,27
Student 5	4	3	3	3	3	4	4	4	3	4	4	3	3	3	3	51	2601	3,4
Student 6	3	3	3	3	3	3	3	4	3	4	4	4	4	3	3	50	2500	3,33
Student 7	4	4	3	4	3	4	4	4	3	4	4	3	4	3	4	55	3025	3,67
Student 8	4	3	4	3	3	3	3	4	3	3	4	3	4	3	3	50	2500	3,33
Student 9	3	3	2	3	3	3	4	3	2	3	3	3	3	3	3	44	1936	2,93
Student 10	3	3	2	4	4	3	4	4	3	3	4	3	4	3	3	50	2500	3,33
Student 11	4	3	3	4	3	3	3	4	3	3	4	3	3	3	3	49	2401	3,27
Student 12	4	4	3	3	3	3	4	3	3	4	3	3	3	3	3	49	2401	3,27
Student 13	3	3	2	3	3	3	3	3	2	3	4	3	3	3	3	44	1936	2,93
Student 14	4	4	4	3	3	3	3	3	3	3	4	3	3	3	4	50	2500	3,33
Student 15	3	4	3	3	3	4	3	4	3	3	4	3	3	3	3	49	2401	3,27
Student 16	4	3	3	4	3	4	3	3	3	4	3	3	3	3	3	49	2401	3,27
Student 17	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	44	1936	2,93
Student 18	4	4	3	3	3	3	3	3	3	3	4	3	3	3	4	49	2401	3,27
Student 19	3	3	3	4	4	4	3	3	3	4	4	4	3	3	3	51	2601	3,4

Student 20	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	44	1936	2,93
Student 21	3	3	3	3	3	4	4	3	3	3	4	3	3	4	3	49	2401	3,27
Student 22	4	4	3	4	3	4	4	4	3	4	3	3	3	3	3	52	2704	3,47
Student 23	3	3	2	3	3	3	3	3	2	3	3	2	3	3	3	42	1764	2,8
Student 24	3	3	2	3	2	2	3	4	3	3	3	3	3	3	4	44	1936	2,93
Student 25	3	4	3	4	3	3	3	4	3	3	4	3	3	3	3	49	2401	3,27
Student 26	3	4	3	4	4	3	3	4	3	4	4	4	4	4	4	55	3025	3,67
Student 27	3	3	2	3	3	3	3	3	3	3	3	3	3	2	2	42	1764	2,8
Student 28	4	3	3	3	3	4	4	4	2	3	4	3	3	3	4	50	2500	3,33
Student 29	4	3	3	4	3	4	4	4	4	3	3	3	3	4	4	53	2809	3,53
Student 30	3	3	3	3	3	3	3	3	3	4	3	3	2	2	3	44	1936	2,93
Σ																1462	71638	97,5
Mean																48,73		
St. Dev																3,67		

APPENDIX 6

The Result of Questionnaire Students' Perception of Teacher's Corrective Feedback on Speaking Performance

Student	T score	T mean	Result
1	53.4	3.25	Positive
2	4.2	3.25	Positive
3	86.4	3.25	Positive
4	4.2	3.25	Positive
5	37.2	3.25	Positive
6	21	3.25	Positive
7	102.6	3.25	Positive
8	21	3.25	Positive
9	-77.4	3.25	Negative
10	21	3.25	Positive
11	4.2	3.25	Positive
12	4.2	3.25	Positive
13	-77.4	3.25	Negative
14	21	3.25	Positive
15	4.2	3.25	Positive
16	4.2	3.25	Positive
17	-77.4	3.25	Negative
18	4.2	3.25	Positive
19	37.2	3.25	Positive
20	-77.4	3.25	Negative
21	4.2	3.25	Positive
22	53.4	3.25	Positive
23	-109.8	3.25	Negative
24	-77.4	3.25	Negative
25	4.2	3.25	Positive
26	102.6	3.25	Positive
27	-109.8	3.25	Negative
28	21	3.25	Positive
29	69.6	3.25	Positive
30	-77.4	3.25	Negative

APPENDIX 7

**Tabulation of Questionnaire
Students' Preference of Teacher's
Corrective Feedback on Speaking Performance**

Students	Item number																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Student 1	3	4	3	2	2	4	4	2	3	4	4	3	2	3	3	3	3	4	3	3
Student 2	3	3	3	2	2	3	4	3	4	3	4	3	3	4	4	4	3	3	3	4
Student 3	2	2	3	3	3	4	4	4	3	3	3	3	3	4	3	2	3	3	3	3
Student 4	3	3	3	2	2	4	3	2	3	3	2	3	3	3	3	3	3	2	3	2
Student 5	1	4	3	3	3	4	4	3	3	4	3	3	3	3	4	3	4	2	3	1
Student 6	2	3	3	3	3	2	3	2	3	3	2	2	3	3	3	2	3	3	3	2
Student 7	4	3	3	3	3	4	3	4	3	4	4	3	3	4	4	4	4	3	3	3
Student 8	1	3	3	3	3	3	3	3	2	3	2	2	2	3	3	3	3	2	3	3
Student 9	3	3	3	2	2	3	3	2	3	3	2	2	3	3	3	3	3	2	2	2
Student 10	3	4	3	4	4	3	3	4	2	3	3	3	3	3	3	3	4	3	3	3
Student 11	3	3	3	3	3	4	3	4	3	3	2	3	3	3	3	3	3	3	3	3
Student 12	4	4	4	4	4	4	3	4	3	4	3	4	3	2	3	2	2	3	3	4
Student 13	2	3	3	3	3	3	3	3	3	3	3	3	4	3	2	3	3	2	2	3
Student 14	3	2	2	3	2	4	2	3	2	1	3	3	3	3	4	1	3	3	2	1
Student 15	4	3	3	2	3	3	3	3	3	3	2	4	3	3	3	3	4	4	3	3
Student 16	3	3	3	3	3	3	3	3	3	4	4	4	4	4	3	3	4	3	3	3
Student 17	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3
Student 18	3	3	3	2	2	3	3	2	3	3	3	3	3	2	2	2	3	3	3	2

Student 19	2	2	1	4	3	4	3	3	3	4	1	3	3	2	3	3	3	3	2	1
Student 20	2	3	2	2	3	3	3	3	2	3	2	3	3	3	3	2	3	3	3	2
Student 21	2	3	2	2	3	3	3	3	3	3	2	4	4	4	3	2	3	3	2	3
Student 22	2	1	3	1	2	3	2	3	1	1	2	2	1	2	2	2	2	3	2	1
Student 23	3	3	3	2	2	3	4	3	3	3	2	4	2	3	3	4	3	3	2	4
Student 24	3	4	4	4	2	4	2	3	3	3	3	2	4	4	4	4	2	4	2	2
Student 25	3	3	3	2	3	2	3	2	3	3	2	3	3	3	3	2	3	2	2	3
Student 26	4	4	4	4	4	4	4	3	2	4	2	3	4	4	4	4	4	4	4	4
Student 27	2	3	2	2	3	3	3	2	3	3	2	2	3	3	3	2	3	2	2	2
Student 28	3	2	3	2	3	4	3	4	4	4	3	2	2	3	3	3	4	3	3	3
Student 29	3	2	2	3	3	4	4	3	2	4	2	3	3	3	3	2	3	4	3	2
Student 30	3	3	3	2	3	4	3	4	3	3	3	4	3	4	4	3	3	3	3	3

APPENDIX 8

The Frequency of Questionnaire Students' Preferences of Teacher's Corrective Feedback on Speaking Performance

Statement	Frequency			
	1	2	3	4
Statement 1 (grammar)	2 (6.7%)	8 (26.7%)	16 (53.3%)	4 (13.3%)
Statement 2 (clarification)	1(3.3%)	5 (16.7%)	18 (60%)	6 (20%)
Statement 3 (explicit)	1(3.3%)	5 (16.6%)	21 (70%)	3 (10%)
Statement 4 (recast)	1(3.3%)	14 (46.7%)	10 (33.3%)	5 (16.7%)
Statement 5 (pronunciation)	0%	7(23.3%)	20 (66.7%)	3 (10%)
Statement 6 (clarification)	0%	2(6.7%)	14 (46.7%)	14 (46.7%)
Statement 7 (pronunciation)	0%	3(10%)	20 (66.7%)	7 (23.3%)
Statement 8 (metalinguistic)	0%	7(23.3%)	16 (53.3%)	7 (23.3%)
Statement 9 (pronunciation)	1(3.3%)	6(20%)	21 (70%)	2 (6.7%)
Statement 10 (vocabulary)	2(6.7%)	0%	19 (63.3%)	9 (30%)
Statement 11 (recast)	1(3.3%)	14(46.7%)	11 (36.7%)	4 (13.3%)
Statement 12 (elicitation)	0%	7(23.3%)	17 (56.6%)	6 (20%)
Statement 13 (explicit)	1(3.3%)	4(13.3%)	20 (66.6%)	5 (16.7%)
Statement 14 (metalinguistic)	0%	4(13.3%)	18 (60%)	8 (26.7%)
Statement 15 (grammar)	0 (0%)	3(10%)	20 (66.7%)	7 (23.3%)
Statement 16 (repetition)	1(3.3%)	11(36.7%)	13 (43.3%)	5 (16.7%)
Statement 17 (vocabulary)	0%	3(10%)	20 (66.7%)	7 (23.3%)
Statement 18 (elicitation)	0%	8(26.6%)	17 (56.6%)	5 (16.7%)
Statement 19 (pronunciation)	0%	10(33.3%)	18 (60%)	2 (6.7%)
Statement 20 (repetition)	4(13.3%)	8(26.7%)	14 (46.7%)	4 (13.3%)

1. Hak Cipta dilindungi undang-undang.
2. Dilarang mengutip, memperbanyak, atau menyebarkan secara elektronik atau cetak tanpa izin dari penerbit.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengutipkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



APPENDIX 9

Guideline of Interview

No.	Questions
1	How beneficial do you think corrective feedback is for your speaking performance?
2	How often does your teacher correct your mistakes on speaking performance? Do you like it or not ?
3	What kind of error that your teacher often corrected on your speaking performance is?
4	How does your teacher usually correct your mistakes on speaking performance? Do you like it or not?
5	Based on your opinion, what way of corrective feedback do you preferred? Why?
6	How do you feel about the way your teacher provide corrective feedback on your speaking performance?
7	What is your reaction when your teacher provide corrective feedback as soon as you make error on speaking performance?

2. Dilarang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:



APPENDIX 10

The Transcript of Interview

On the first day, the researcher did the interview with 6 students of X PKM Class.

Interview with student 1

Researcher : Oke, apakah menurut kamu penting guru memberikan koreksi?

Student 1 : Penting buk

Researcher : Kenapa?

Student 1 : Ee kalau gak dikoreksi pasti semua murid selalu ada kesalahan gitu. Bisa memperbaiki kesalahan itu.

Researcher : Oke, sering gurunya memperbaiki kesalahan?

Student 1 : Ya. sering.

Researcher : Dan biasanya itu kesalahan seperti apa yang dikoreksi?

Student 1 : Cara membacanya buk. Cara menyampaikan bahasa inggrisnya.

Researcher : Pengucapan?

Student 1 : Iya, pengucapan.

Researcher : Biasanya itu gurunya seperti apa cara memperbaikinya itu?

Student 1 : Hm kalau misalkan salah, cara membacanya ini salah nak. Gak kayak gitu tapi gini.

Researcher : Oh langsung diberikan yang benar?

Student 1 : Iya

Researcher : Apa kamu suka guru yang seperti itu?

Student 1 : Suka buk.

Researcher : Suka? Kenapa?

Student 1 : Ya bisa cepat nanggapi juga.

Researcher : Hmm, dan bagaimana perasaan kamu ketika guru itu mengoreksi kamu?

Student 1 : Ya agak gugup juga buk, awalnya kan ngiranya benar tapi salah gitu. Gugup.

Researcher : Dan reaksi kamu setelah diberikan koreksi? Apa kamu terima menolak atau gimana?

Student 1 : Terima buk. Mau gimana pun harus diterima buk. Hehe

Researcher : Dan kamu langsung memperbaikinya?

Student 1 : Iya insya allah diperbaiki. Kalau bisa gitu.

Researcher : Langsung diperbaiki?

Student 1 : Iya

Researcher : Okee, jadi sejauh ini kamu suka ya guru memperbaiki dan penting?

Student 1 : Penting sekali

Researcher : Oh, oke thank you.

Interview with student 2

Researcher : Oke, menurut kamu seberapa penting guru memberikan koreksi feedback?

Student 2 : Sangat penting sih.

Researcher : Hmm, kenapa?

Student 2 : Karena dari koreksi guru tersebut kita bisa tau bagaimana pengucapan yang benar dan kita bisa tau dimana letak kesalahan kita.

Researcher : Apa guru sering memberikan koreksi ketika kamu lagi berbicara didepan?

Student 2 : Kalau saya me.. mengalami kesalahan itu guru mengoreksi sih.

Researcher : Sering?

Student 2 : Sering

Researcher : Biasanya kesalahan yang seperti apa yang dikoreksi oleh guru?

Student 2 : Contohnya kayak dalam pengucapan saya yang kurang tepat dalam penyampaian.

Researcher : Bagaimana cara guru itu memperbaikinya? Apa ketika itu langsung memberikan yang benar atau gimana?

Student 2 : Ee dia tunggu saya menyampaikan itu tunggu sampai selesai setelah itu miss nya nanti akan memberitahu yang mana pengucapan yang benar.

Researcher : Oh misalkan ini salah nih benar nya gini, gitu?

Student 2 : He'eh iya.

Researcher : Kamu suka guru yang seperti itu?

Student 2 : Suka

Researcher : Dan bagaimana perasaan kamu ketika guru memberikan koreksi yang seperti itu?

Student 2 : Saya jadi menjadi kayak lebih sangat percaya diri dan senang karena memiliki guru yang seperti itu dan itu sangat membantu saya dalam pengucapan bahasa inggris.

Researcher : Dan reaksi kamu seperti apa? Ketika guru memberikan koreksi itu apa kamu terima atau enggak gitu?

Student 2 : Terima

Researcher : Dan langsung memperbaiki yang benar?

Student 2 : Iya

Researcher : Thank you.

Interview with student 3

Researcher : Menurut kamu apakah penting guru memberikan koreksi?

Student 3 : Penting

Researcher : Kenapa?

Student 3 : Supaya kita tau kesalahan kita dimana bisa belajar lebih baik lagi.



- Researcher** : Guru kamu sering gak memberikan koreksi ketika kamu lagi berbicara?
- Student 3** : Sering
- Researcher** : Biasanya itu kesalahan yang seperti apa? Kesalahan yang gimana gitu?
- Student 3** : Ucapan
- Researcher** : Pengucapan?
- Student 3** : Iya
- Researcher** : Oke. Gimana caranya guru itu memperbaiki kamu?
- Student 3** : Eee apa di apa ini ee gini pengucapannya kayak gini katanya.
- Researcher** : Jadi dia langsung memberikan yang benar? Misalkan ini salah ni langsung diperbaiki gurunya.
- Student 3** : Ndak, tunggu dulu siap bicara dulu nanti baru nanti baru gini gini gitu.
- Researcher** : Gurunya langsung memberikan yang benar?
- Student 3** : Iya
- Researcher** : Menunjukkan yang benar?
- Student 3** : Iya
- Researcher** : Iya? Apakah kamu suka guru yang seperti itu?
- Student 3** : Suka
- Researcher** : Ee pendapat perasaan kamu gimana ketika guru memberikan koreksi?
- Student 3** : Ee apa.. senang. Bisa tau salah kita dimana.
- Researcher** : Gak merasa gugup atau gimana gitu?
- Student 3** : Pertamanya iya takut salah hehe.
- Researcher** : Takut salah? tapi lama lama jadi itu
- Student 3** : Hehe iya



Researcher : Reaksi kamu? Apakah kamu terima atau tidak? Atau udah deh biarin aja gitu atau gimana?

Student 3 : Terima

Researcher : Terima? Apa langsung diperbaiki atau gimana?

Student 3 : Coba-coba dulu

Researcher : Coba-coba dulu? Hehe oke. Thank you.

Interview with student 4

Researcher : Oke,, menurut kamu apakah penting guru memberikan koreksi feedback?

Student 4 : Penting. Karena agar lebih kita agar lebih mengetahui mana yang benar dan mana yang salah.

Researcher : Oke, apakah guru kamu sering memberikan koreksi feedback?

Student 4 : Sering.

Researcher : Biasanya kesalahan yang seperti apa yang dikoreksi oleh gurunya?

Student 4 : Ee misalkan ee ada yang kurang

Researcher : Kosakatanya yang kurang diperbaiki sama gurunya?

Student 4 : Iya

Researcher : Apa gurunya langsung memberikan yang benar?

Student 4 : Memberikan contoh

Researcher : Memberikan contoh? Ee misalkan ini salah nih gitu. Apa dia langsung memberikan yang benarnya atau tidak?

Student 4 : (no answer)

Researcher : Tidak pernah ya?

Student 4 : Pernah pernah. Tapi jarang gitu.

Researcher : Jarang? Jadi gurunya biasanya seperti apa? Mengoreksi itu biasanya gimana caranya?



Student 4 : Nak ini kosakata nya kurang. Aaa terus terus yaah gitu.

Researcher : Gitu aja?

Student 4 : Hehehe

Researcher : Ya oke, ketika guru ini memberikan koreksi, perasaan kamu gimana?

Student 4 : Gugup

Researcher : Gugup? Kenapa? Merasa terganggu atau gimana?

Student 4 : Eee ya ya gak terganggu. Gugup aja gitu.

Researcher : Gugup aja? Dan reaksi kamu?

Student 4 : Hmm menjadi lebih tau.

Researcher : Jadi lebih tau?

Student 4 : Lebih tenang

Researcher : Hmm setelah dikoreksi, apakah kamu terima?

Student 4 : Terima

Researcher : ohh oke.

Interview with student 5

Researcher : Oke, menurut kamu penting gak guru memberikan koreksi ketika kamu lagi berbicara didepan?

Student 5 : Sangat penting. Karena disitu kita tau dimana kesalahan kita berspeaking public didepan umum. Eee mungkin itu aja.

Researcher : Ee apakah guru.. guru kamu ini sering memberikan koreksi?

Student 5 : Sering. Dan setiap memberi materi guru selalu menjelaskan dan mengkoreksi kesalahan.

Researcher : Jadi ketika ada yang tampil selalu dikoreksi?

Student 5 : Iya.

Researcher : Hmm, oke. Dan biasanya itu kesalahan seperti apa yang dikoreksi oleh gurunya?

Student 5 : Ee seperti ee cara berbicara trus bahasa atau kayak this am are eh apa is am are itu kadang salah penempatan

Researcher : Sering juga dikoreksi?

Student 5 : Ya sering

Researcher : Gimana caranya guru itu mengoreksi? Apa ketika lagi berbicara itu dipotong atau gimana? Biasanya gimana?

Student 5 : Saat linda didepan, guru itu menjelaskan siap linda berbicara lalu berkata, nak itu salah. Terus dikoreksi dimana kesalahannya dari awal sampai selesai.

Researcher : Hmm dan diberikan.. gurunya memberi tahu yang mana yang benar?

Student 5 : Iya

Researcher : Langsung diberi tahu yang benar?

Student 5 : Iya

Researcher : Hmm oke. Apakah kamu suka guru yang seperti itu?

Student 5 : Suka.

Researcher : Suka? Dan perasaan kamu ketika guru mengkoreksi itu gimana?

Student 5 : Ee pertamanya agak takut karena takut salah. Tapi disitu kita tau dimana kesalahan kita dan kita bisa membenahi yang benar.

Researcher : Hmm oke. Reaksi kamu ketika memberikan itu?

Student 5 : Deg-deg an. Hehe. Tapi merasa senang kok karena menurut linda guru yang seperti itu termasuk guru yang baik karena mengarahkan mana yang benar mana yang salah.

Researcher : Apakah kamu terima guru oh dikoreksi guru seperti itu?

Student 5 : Terima.

Researcher : Terima? Langsung kamu perbaiki kamu iyain kata gurunya?

Student 5 : Iya

Researcher : oh oke. Thank you.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Interview with student 6

Researcher : Oke, menurut kamu apakah penting guru memberikan koreksi?

Student 6 : Iya penting

Researcher : Kenapa?

Student 6 : Karena dari koreksi itu kita tau kesalahan kita

Researcher : Hmm oke, apakah sering gurunya memberikan koreksi?

Student 6 : Sering

Researcher : Ee biasanya kesalahan yang seperti apa yang dikoreksi oleh gurunya?

Student 6 : Seperti kurang untuk memasukkan kata is, are

Researcher : Hmm dan biasanya guru ini bagaimana sih cara dia memperbaiki itu?

Student 6 : Ee cara memperbaikinya setelah selesai menyampaikannya tu baru ibuk tu mengoreksinya salah satunya.

Researcher : Apa gurunya ini memberikan yang benarnya atau tidak?

Student 6 : Iya benar

Researcher : Apa kamu setuju guru yang seperti itu?

Student 6 : Setuju

Researcher : Kamu menyukainya?

Student 6 : Iya

Researcher : Iya? Kenapa?

Student 6 : Karena kalau guru yang selalu mengoreksi kesalahan kita tu kan lebih baik jadi kita tu lebih mudah mengerti pelajarannya juga

Researcher : Oke, ee.. ketika guru ini memberikan koreksi kepada kamu apa yang kamu rasakan? Perasaan kamu gimana? Apa kamu takut gugup atau malu atau gimana gitu? Atau kamu senang ketika guru memberikan koreksi?

Student 6 : Senang sih. Kan diberi koreksi itu, jadi tau aja salahnya.

Researcher : Dan reaksi kamu ketika guru memberikan koreksi?

Student 6 : Langsung memperbaiki yang salah

Researcher : Langsung memberikan yang benarnya?

Student 6 : Iya

Researcher : Oke thank you

On the next day, the researcher did the interview with 4 students of X APHP Class.

Interview with students 1

Researcher : Seberapa penting menurut kamu guru memberikan koreksi?

Student 1 : Penting. Soalnya kalau kita gak dikoreksi itu ee mungkin menurut kita itu benar, tapi menurut guru itu salah. Jadi ya diperbaiki gitu.

Researcher : Jadi menurut kamu itu penting?

Student 1 : Penting

Researcher : Apa guru ini sering memberikan koreksi?

Student 1 : Sering

Researcher : Biasanya kesalahan yang seperti apa yang dikoreksi?

Student 1 : Ee pengucapan ee kadang kalimatnya salah, salah sebut gitu kadang hurufnya.

Researcher : Ee bagaimana cara guru kamu ini memperbaiki kesalahan tu?

Student 1 : Hmm kadang mengulangi lagi ee penjelasannya tentang ini kadang ee nak ini gak kayak gini seharusnya ni kayak gini. Kadang ada yang kurang seandainya ee kita menggunakannya dua subjek tapi kita buatnya satu, jadikan ada yang kurang.

Researcher : Jadi gurunya langsung memberikan yang benar?

Student 1 : Kadang guru itu menyuruh kami mengoreksi sendiri gitu

Researcher

: Oh suruh koreksi sendiri? Oke. Apa menurut ee kamu suka gak guru dengan caranya yang seperti itu kamu suka gak?

Student 1

: Suka. Jadi kita tu ee enggak pikiran kita sendiri ini tu benar gitu. Kadang kan ada guru yang cuek gitu. Itu lebih gak suka kalau yang kayak gitu. Lebih suka yang dikoreksi.

Researcher

: Ee pendapat kamu gimana ketika kamu dikoreksi tu? Perasaan kamu gimana?

Student 1

: Senang. Kadang ee menurut kita ini udah bener tapi kok masih salah gitu.

Researcher

: Gak merasa gugup atau terganggu gitu?

Student 1

: Enggak.

Researcher

: Berarti kamu senang-senang aja ya dikoreksi?

Student 1

: Iya

Researcher

: Dan ketika kamu dikoreksi, reaksi kamu gimana?

Student 1

: Eee

Researcher

: Apa kamu terima atau ya udah deh gitu?

Student 1

: Terima. Ya diterima soalnya itu me me ini memang benar gitu belum tentu kita benar.

Researcher

: Jadi kamu terima dan langsung kamu perbaiki?

Student 1

: Iyaa

Researcher

: Oh oke, thank you.

Interview with student 2

Researcher

: Menurut kamu penting gak guru memberikan koreksi ketika kamu tampil berbicara?

Student 2

: Penting

Researcher

: Kenapa?

Student 2

: Ee karena dari situ kita bisa tau kesalahan kita itu dimana aja dan juga itu bisa jadi pelajaran juga buat kita.

Researcher : Berarti gurunya sering memberikan koreksi?

Student 2 : Sering

Researcher : Biasanya pada kesalahan yang seperti apa yang dikoreksi oleh gurunya?

Student 2 : Yang pertama itu ee biasanya itu ee penyebutan kalimat tu juga kadang salah ee salah salah penulisan juga

Researcher : Biasanya guru ini memberikan koreksi itu caranya gimana? Gurunya biasa bilang apa?

Student 2 : Pertama dia dengerin dulu, yeni tu bilang apa tu nantik mana yang salah dia ucapin ulang udah gitu itu yang agak ditonjolin sama dia, langsung dia benerin gitu.

Researcher : Oh berarti langsung diberikan yang benar gitu?

Student 2 : Iya

Researcher : Dengan cara guru yang seperti itu, kamu setuju gak? Kamu suka gak?

Student 2 : Suka

Researcher : Dan perasaan kamu bagaimana ketika guru memberikan koreksi?

Student 2 : Perasaannya sih sebenarnya grogi, jatuhnya kayak grogi gitu.

Researcher : Lalu reaksinya setelah diberikan koreksi?

Student 2 : Pas sudah diberikan koreksi dikasih tau yang benar, ee ya nanti pasti bilanganya 'oh gitu buk'

Researcher : Oh jadi kamu mengikuti apa yang dibilang gurunya?

Student 2 : Iya

Researcher : Ee berarti sejauh ini kamu suka dan setuju a gurunya memberikan koreksi?

Student 2 : Iya

Researcher : Oke thank you.

Interview with student 3

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Researcher* : Oke saya ingin bertanya, menurut kamu seberapa penting guru memberikan koreksi ketika kamu lagi berbicara kelas?
- Student 3* : Penting karena supaya lebih tau kesalahan kita dalam berbicara bahasa inggris itu.
- Researcher* : Berarti gurunya sering memberikan koreksi?
- Student 3* : Sering.
- Researcher* : Biasanya pada kesalahan yang seperti apa yang dikoreksi oleh guru?
- Student 3* : Seperti hmm ee
- Researcher* : Kesalahan apa? Misalnya kamu lagi ngomong ini lagi berbicara tampil didepan kelas ee biasanya pada kesalahan kamu yang gimana yang diperbaiki oleh gurunya?
- Student 3* : Peng.. apa..
- Researcher* : Pengucapan?
- Student 3* : Ya pengucapan
- Researcher* : Yang lain? Atau hanya pengucapan?
- Student 3* : Pengucapan hmm kadang kosakata.
- Researcher* : Kosakata?
- Student 3* : Iya
- Researcher* : Langsung diperbaikinya?
- Student 3* : Iya
- Researcher* : Cara guru memperbaiki kamu itu gimana?
- Student 3* : Disuruh mengulangi lagi trus ya diberi apa yang benar. Diperbaiki yang benar.
- Researcher* : Oh berarti gurunya memberikan ee yang benarnya gitu?
- Student 3* : Iya



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Hak cipta dilindungi Undang-Undang
1. Barang yang dipinjamkan atau dipinjamkan harus dipinjamkan dengan baik dan benar.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : Lalu dengan cara guru yang seperti itu apa kamu suka setuju atau menolak?

Student 3 : Suka

Researcher : Suka? Berarti kamu setuju ya dengan guru yang seperti itu?

Student 3 : Iya

Researcher : Perasaan kamu saat diberikan koreksi?

Student 3 : Ya.. senang sama grogi gitu.

Researcher : Grogi juga?

Student 3 : Ho'oh

Researcher : Kenapa grogi?

Student 3 : Karena takut hehe. Salah gitu.

Researcher : Karena kan ini posisinya kamu lagi ngomong nih tu tiba-tiba dipotong sama gurunya gitu kan, berarti kamu grogi?

Student 3 : Iya

Researcher : Grogi karena dipotong gitu?

Student 3 : Ho'oh

Researcher : Ee lalu terakhir reaksi kamu seperti apa setelah guru memberikan itu memberikan koreksi?

Student 3 : (no answer)

Researcher : Apa kamu merasa bodo amat? Atau oh iya saya salah saya perbaiki gitu, atau gimana?

Student 3 : Diperbaiki. Ya senang diperbaiki.

Researcher : Hmm, berarti kamu terima ya diperbaiki ee dikoreksi seperti itu? Berarti intinya kamu setuju?

Student 3 : Setuju

Researcher : Oke, thank you

Interview with student 4

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : Oke, saya ingin bertanya menurut kamu seberapa penting guru memberikan koreksi pada speaking?

Student 4 : Haa sangat penting bagi saya

Researcher : Kenapa? Alasannya?

Student 4 : Karena biar kita tau apa kesalahan kita

Researcher : Berarti apakah guru ini sering memberikan koreksi dikelas?

Student 4 : Sering

Researcher : Ee suka gak guru memberikan koreksi?

Student 4 : Suka

Researcher : Biasanya kesalahan yang seperti apa yang dikoreksi oleh gurunya?

Student 4 : Tentang pengucapan

Researcher : Pengucapan? Lalu yang lain? Ada?

Student 4 : (no answer)

Researcher : Ee kosakata ada gak diperbaiki oleh gurunya?

Student 4 : Ada

Researcher : Ada? Dan biasanya guru ini memberikan koreksi ini caranya gimana? Gurunya bilang apa biasanya?

Student 4 : Ee biasanya bilang kesalahannya tu di ini, gitu gitu lah

Researcher : Apa gurunya memberi tau yang benar? Atau tidak?

Student 4 : Yang benar

Researcher : Ini salah ni lalu gurunya memberikan yang benar?

Student 4 : Iya

Researcher : Dengan cara guru yang seperti itu apakah kamu setuju atau tidak?

Student 4 : Setuju



Researcher : Dan perasaan kamu bagaimana ketika guru ini memberikan koreksi?

Student 4 : Eee yaa gimana yaa

Researcher : Kamu ngerasa grogi gak? Ngerasa takut gak atau gimana?

Student 4 : Menurut saya gak merasa takut

Researcher : Gak merasa takut?

Student 4 : Enggak

Researcher : Berarti kamu senang aja gitu?

Student 4 : Iya

Researcher : Kamu terima?

Student 4 : Terima

Researcher : Dan reaksi kamu setelah diberikan koreksi?

Student 4 : Ee setelah diberikan koreksi ee

Researcher : Apa kamu diam aja? Atau ee kamu ee gimana ya? Kamu ikutin yang benar apa kata guru tadi atau gimana?

Student 4 : Saya ikutin yang benar apa kata guru tadi

Researcher : Berarti setelah dikoreksi kamu ikutin aja apa kata guru?

Student 4 : Iya

Researcher : Berarti intinya kamu ee setuju ya dengan cara guru memberikan koreksi?

Student 4 : Setuju

Researcher : Oke, Thank you.



On the next day, the researcher did the interview with 5 students of X TKRO Class.

Interview with student 1

Researcher : Oke menurut kamu seberapa penting sih koreksi guru ini?

Student 1 : Sangat penting

Researcher : Kenapa?

Student 1 : Karena untuk memperbaiki kesalahan kita.

Researcher : Apakah kamu suka guru ini memperbaiki kesalahan kamu?

Student 1 : Suka

Researcher : Seberapa sering guru memperbaiki kamu?

Student 1 : Sering

Researcher : Seperti apa itu contohnya?

Student 1 : Contohnya, memperbaiki kesalahan pengucapan kata

Researcher : Ee salah satu contohnya?

Student 1 : Contoh?

Researcher : Iya contoh pengucapannya entah apa gitu yang salah atau ee guru ini memperbaiki ketika kamu lagi berbicara atau?

Student 1 : Setelah saya berbicara

Researcher : Apakah kamu suka guru memperbaiki seperti itu?

Student 1 : Suka

Researcher : Ee apa perasaan kamu ketika guru memberikan koreksi?

Student 1 : Ya suka dikoreksi buk. Karena memperbaiki kesalahan.

Researcher : Apa kamu merasa gugup atau gimana gitu?

Student 1 : Enggak biasa aja

Researcher : Biasa aja? Okee. Dan bagaimana reaksi kamu ketika guru memperbaiki kesalahan kamu ketika lagi berbicara?

Student 1 : Saya terima dengan baik.



Researcher : Ee apakah setelah dikoreksi kamu perbaiki atau?

Student 1 : Langsung saya perbaiki

Researcher : Langsung kamu perbaiki? Okee hmm

Interview with student 2

Researcher : Oke, menurut kamu sebersapa penting koreksi guru ketika kamu lagi berbicara?

Student 2 : Penting

Researcher : Kenapa?

Student 2 : Karena itu hasil kerja kita harus dikoreksi manatau ada yang salah kan.

Researcher : Hmm.. Seberapa sering guru mengkoreksi kesalahan kamu?

Student 2 : Sangat sering. Sering kali

Researcher : Ooh biasanya itu pada kesalahan apa? Ketika kamu lagi berbicara apapun gitu yang dikoreksi oleh guru?

Student 2 : Cara menyampaikannya.

Researcher : Cara menyampaikan? Apakah kamu suka guru itu mengkoreksi ketika kamu lagi berbicara?

Student 2 : Ya suka karena dia me.. menilai kita jadi lebih baik. Mee apa mee membenarkan yang salah gitu.

Researcher : Biasanya guru ini memperbaiki kamu itu ketika kamu lagi berbicara atau sesudah selesai?

Student 2 : Sesudah

Researcher : Apakah kamu suka guru yang seperti itu

Student 2 : Ya suka

Researcher : Dan apa perasaan kamu ketika guru itu mengkoreksi kamu?

Student 2 : Perasaanya yaa biasa aja

Researcher : Biasa aja? Gak merasa gugup atau gimana gitu?

Student 2 : Ya enggak

Researcher : Dan reaksi kamu?

Student 2 : Reaksinya yaa biasa saja juga buk

Researcher : Apa setelah dikoreksi itu kamu perbaiki atau udah deh biarin aja atau gimana?

Student 2 : Udah biarin aja gitu

Researcher : Loh? Kenapa? Tapi tadi katanya setuju apa

Student 2 : Agar yg dikoreksi jadi tau aja

Researcher : Oke thank you

Interview with student 3

Researcher : Menurut kamu, seberapa penting guru mengoreksi kesalahan kamu ketika berbicara?

Student 3 : Penting,, ya penting.

Researcher : Ya kenapa menurut kamu penting?

Student 3 : Karena guru untuk apa yaa hehe apa yaa

Researcher : Penting gak guru ini memberikan koreksi ketika kamu lagi berbicara gitu?

Student 3 : Penting

Researcher : Iya kenapa?

Student 3 : Ya untuk mengoreksi diri

Researcher : Biar tau kesalahan kamu apa gitu?

Student 3 : Iyaa

Researcher : Oke,, seberapa sering guru memperbaiki kesalahan? Apakah sering atau jarang atau gimana?

Student 3 : Jarang



Researcher : Jarang?

Student 3 : Iya jarang

Researcher : Biasanya kesalahan yang seperti apa yang dikoreksi oleh guru?
Ketika kamu lagi berbicara tu apa sih yang salah biasanya?

Student 3 : Cara membacanya

Researcher : Cara membacanya? Cara mengucapkannya?

Student 3 : Iya cara mengucapkan

Researcher : Hmm, apa kamu suka guru yang mengkoreksi seperti itu?

Student 3 : Suka

Researcher : Suka? Biasanya guru mengkoreksi itu ee gimana cara dia mengkoreksi?

Student 3 : Mengoreksi seperti..

Researcher : Biasanya guru ini mengkoreksi kamu seperti apa? Ketika kamu lagi berbicara tu dia gimana sih cara guru ini memperbaikinya gitu?

Student 3 : Seperti itu..

Researcher : Gimana?

Student 3 : Hehe

Researcher : Apa ketika kamu lagi berbicara langsung dikoreksi atau sesudahnya?

Student 3 : Sesudahnya

Researcher : Sesudahnya? Apa kamu suka guru yang seperti itu?

Student 3 : Suka

Researcher : Suka? Aaa dan bagaimana perasaan kamu ketika guru ini memberikan koreksi?

Student 3 : Yaa gugup

Researcher : Gugup? Kamu merasa gugup kenapa? Kamu merasa terganggu atau gimana?



Student 3 : Yaa terganggu sih

Researcher : Terganggu? Dan gimana reaksi kamu ketika guru memberikan koreksi?

Student 3 : Reaksi seperti kepanasan gitu buk. Panas dingin.

Researcher : Panas dingin? Haha apa kamu itu maksudnya kamu terima gak guru ini mengoreksi kamu gitu?

Student 3 : Terima

Researcher : Terima? Setelah dikoreksi tu nanti ee kamu memperbaiki atau enggak?

Student 3 : Memperbaiki

Researcher : Memperbaiki? Oke thank you

Student 3 : Okee

Interview with student 4

Researcher : Okee, menurut kamu seberapa penting guru memberikan koreksi terhadap speaking kamu? Apa menurut kamu penting atau gak?

Student 4 : Penting

Researcher : Kenapa?

Student 4 : Karena supaya guru itu bisa tau apakah kita benar dan salahnya dimana.

Researcher : Oe, apakah sering guru memberikan koreksi ketika kamu lagi berbicara?

Student 4 : Hmm jarang

Researcher : Jarang? Biasanya ketika kamu dikoreksi ini kesalahan yang seperti apa yang dikoreksi oleh guru?

Student 4 : Kesalahan yang biasa saja

Researcher : Iya apa itu ketika pengucapan atau ?

Student 4 : Kesalahan dalam belajar

Researcher : Ketika speaking?

- Student 4 : Oh speaking
- Researcher : Biasanya kesalahan yang gimana?
- Student 4 : Ya gimana ya
- Researcher : Apakah itu dalam pengucapan kamu atau kosa kata kamu?
- Student 4 : Gak pernah
- Researcher : Tadi katanya pernah, guru memperbaiki tapi katanya pernah tadi
- Student 4 : Ohh
- Researcher : Kalau ngomong bahasa inggris salahnya kata gurunya apa?
- Student 4 : Oh iya, pernah salah di bahasa inggris. Dimananya yaaa?
- Researcher : Omongannya kurang betul?
- Student 4 : Iya omongannya kurang betul.
- Researcher : Berarti pengucapannya berarti ya?
- Student 4 : Iya pengucapan.
- Researcher : Guru memperbaiki itu seperti apa caranya?
- Student 4 : Caranya?
- Researcher : Apa ketika kamu lagi berbicara dia mengoreksi atau sesudah? Atau gimana?
- Student 4 : Pas lagi berbicara
- Researcher : Pada saat kamu lagi berbicara langsung dipotong sama gurunya?
- Student 4 : Iyaa
- Researcher : Apa kamu suka guru yang seperti itu?
- Student 4 : Iya suka lah, supaya kita bisa tau mana yang benar dan mana yang salahnya
- Researcher : Hmm oke, dan bagaimana perasaan kamu ketika guru itu memberikan koreksi?
- Student 4 : Senang



Researcher : Tidak merasa gugup atau gimana gitu?

Student 4 : Tidak pernah

Researcher : Gak pernah merasa gugup? Dan reaksi kamu seperti apa?

Student 4 : Ee biasa saja

Researcher : Apakah kamu langsung memperbaikinya atau?

Student 4 : Langsung

Researcher : Langsung memperbaikinya?

Student 4 : Iyaa

Researcher : Oke thank you

Interview with student 5

Researcher : Seberapa penting menurut kamu, guru mengoreksi kesalahan ketika kamu lagi berbicara ?

Student 5 : Sangat penting

Researcher : Kenapa?

Student 5 : Karena dengan dia mengoreksi kita buat kita lebih baik lagi biar gak salah terus.

Researcher : Seberapa sering guru mengoreksi? Apakah sering jarang, atau gimana?

Student 5 : Sering

Researcher : Sering? Dan biasanya guru ni mengoreksi tu pada kesalahan apa? Ketika kamu lagi berbicara tu apa sih yang salah biasanya?

Student 5 : Ya ketika lagi menjelaskan kita ribut gitu dibelakang.

Researcher : Bukan. Ketika kamu lagi berbicara bahasa inggris aa kan misalkan kamu salah nih, kesalahan yang seperti apa? Dalam pengucapan atau?

Student 5 : Pengucapan

Researcher : Atau dalam apa grammarnya? Structurenya? Atau kamu salah ni kosa katanya gitu. Biasanya guru mengkoreksi yang mana?



Student 5 : Salah pengucapan

Researcher : Salah pengucapan oke. Dan biasanya guru ini mengoreksinya seperti apa?

Student 5 : Ya...

Researcher : Langsung dipotongkah atau gimana gitu?

Student 5 : Ya dipotong langsunglah dikasih tau kita mana yang benarnya

Researcher : Oh dikasih tau mana yang benarnya langsung saat itu juga?

Student 5 : Iya

Researcher : Oke, dan bagaimana pendapat kamu perasaan kamu ketika guru memberikan koreksi itu?

Student 5 : Ya senang aja, biar kita tau kan kesalahan kita dimana

Researcher : Apa merasa gugup atau gimana gitu? Gak?

Student 5 : Gugup sih ada sedikit

Researcher : Sedikit? Hehe dan reaksi kamu? Apakah kamu langsung memperbaikinya atau tidak?

Student 5 : Langsung memperbaiki

Researcher : Langsung memperbaiki saat itu juga

Student 5 : Ho'oh

Researcher : Oke thank you

On the next day, the researcher did the interview with 5 students of X TBSM Class.

Interview with student 1

Researcher : Menurut kamu penting gak guru memberikan koreksi ketika kamu lagi berbicara?

Student 1 : Ee penting supaya bisa kita mengenal apa kesalahan kita, pengucapan kita itu kayak mana gitu yang benar.

Researcher : Hmm, sering gurunya memberikan koreksi?

Student 1 : Sering bila ada kesalahan.

Researcher : Jadi setiap ada yang maju, salah selalu diperbaiki?

Student 1 : Ya selalu diperbaiki karena itu kayaknya penting soalnya kalau gak dikoreksi biasanya takut salah jalan gitu

Researcher : Oke, dan biasanya guru ini memperbaiki tu kesalahan seperti apa yang biasanya diperbaiki oleh guru?

Student 1 : Biasanya kosa katanya itu salah-salah atau kurang -ing atau apa gitu pengucapannya ada yang salah terus dibenarkan.

Researcher : Jadi cara guru memberikan koreksi itu seperti apa? Biasanya guru itu seperti apa dia mengoreksinya?

Student 1 : Eee biasanya kalo dalam pengucapan tu dia tu suruh mengucap dulu trus habis itu kalau udah selesai itu baru dikoreksi mana bagian yang salah.

Researcher : Hmm jadi langsung diperbaiki sama gurunya?

Student 1 : Iya langsung diperbaiki

Researcher : Kamu setuju guru yang seperti itu?

Student 1 : Setuju

Researcher : Kamu suka dengan guru yang seperti itu?

Student 1 : Sangat setuju

Researcher : Oke, dan perasaan kamu gimana ketika guru ini memperbaiki kesalahan kamu? Apa yang kamu rasakan gitu?

Student 1 : Kayak jadi tau, oh iya itu oh iya yang benar ini gitu

Researcher : Pernah merasa gugup gak?

Student 1 : Enggak kalo saya

Researcher : Enggak? Oke, reaksi kamu ketika guru memberikan koreksi itu? Apakah kamu senang terima atau gimana gitu?

Student 1 : Terima sama senang juga

Researcher : Terima dan senang? Dan langsung kamu perbaiki?

Student 1 : Ya langsung diperbaiki

Researcher : Saat itu juga?

Student 1 : Iya

Researcher : Oke, thank you

Interview with student 2

Researcher : Apakah menurut kamu penting guru memberikan corrective feedback?

Student 2 : Penting

Researcher : Kenapa?

Student 2 : Karena itu kita supaya lebih tau dimana kesalahan kita.

Researcher : Gurunya sering memberikan koreksi?

Student 2 : Sering

Researcher : Seberapa sering itu?

Student 2 : Kadang kalau ada pas maju kedepan dialog gitu sering kami diapain.

Researcher : Diberikan koreksi?

Student 2 : Iya

Researcher : Biasanya itu kesalahan yang gimana guru ini memberikan koreksi?

Student 2 : Dalam bahasa dalam ucapannya

Researcher : Dalam pengucapannya? Salah langsung diperbaiki?

Student 2 : Enggak, diselesaikan dulu ucapannya baru diperbaiki

Researcher : Hmm biasanya gimana cara guru ini memperbaikinya?

Student 2 : Kesalahannya ada disini kata miss dwi tu, jadi langsung diperbaiki sama miss dwi.

Researcher : Kamu suka guru yang seperti itu?

Student 2 : Suka

Researcher : Perasaan kamu gimana ketika guru ini memberikan koreksi ketika kamu lagi berbicara?

Student 2 : Gugup takut

Researcher : Kenapa?

Student 2 : Karena menyadari kalau belum bisa bahhasa inggris

Researcher : Belum benar kamu ya?

Student 2 : Iya

Researcher : Dan reaksi kamu seperti apa?

Student 2 : Takut gitu

Researcher : Takut? Apa kamu terima atau tidak?

Student 2 : Terima

Researcher : Terima? Langsung kamu perbaiki saat itu juga?

Student 2 : Iyaa

Researcher : Oke thank you

Interview with student 3

Researcher : Oke menurut kamu seberapa penting guru memberikan koreksi?

Student 3 : Ya sangat penting

Researcher : Kenapa?

Student 3 : Jadi saya tau salahnya saya dimana apakah salah di pengucapan atau kah kata kerja.

Researcher : Hm sering gurunya memberikan koreksi?

Student 3 : Hmm ya kadang sering

Researcher : Sering?

Student 3 : Ya sering



- Researcher** : Biasanya kesalahan yang seperti apa yang dikoreksi oleh gurunya?
- Student 3** : Misalnya kata bantu seperti are the, is, a, gitu
- Researcher** : Pada pengucapan? Pernah?
- Student 3** : Pengucapannya sih enggak
- Researcher** : Enggak? Jarang ya?
- Student 3** : Jarang
- Researcher** : Biasanya gimana guru memperbaikinya?
- Student 3** : Memperbaikinya dengan..
- Researcher** : Caranya gimana?
- Student 3** : Mengulang kembali kata-katanya dan sedikit menekankan pada kesalahan kata-kata yang salah itu
- Researcher** : Apa langsung diberi yang benar atau gimana?
- Student 3** : Misalkan ketika kita mengatakan mau memperkenalkan diri, my name is misalkan saya sri amanah, my name is sri amanah gitu
- Researcher** : Oh jadi langsung diberikan yang benar caranya yang benar?
- Student 3** : Iyaa tata cara yang benar
- Researcher** : Oke, ee ketika guru ini memberikan koreksi perasaan kamu gimana?
- Student 3** : Ee perasaan saya ee ya salah merasa salah gitu. Merasa bersalah oh berarti saya salah gitu.
- Researcher** : Merasa gugup gak?
- Student 3** : Enggak
- Researcher** : Merasa terganggu gak?
- Student 3** : Enggak
- Researcher** : Jadi kamu terima - terima aja?
- Student 3** : Iya

Researcher : Reaksi kamu?

Student 3 : Reaksi saya ya biasa aja reaksinya. Ehh reaksinya kayak biasa sih reaksinya seperti ya merasa bersalah

Researcher : Merasa bersalah? Jadi langsung kamu perbaiki?

Student 3 : Ya langsung saya perbaiki

Researcher : Jadi kamu terima ya guru seperti itu?

Student 3 : Iya terima

Researcher : Oke thank you.

Interview with student 4

Researcher : Oke menurut kamu seberapa penting guru memberikan koreksi ketika kamu lagi berbicara diepan?

Student 4 : Hmm sangat penting sekali karena gini untuk kedepannya kan bagus juga untuk kita soalnya ini bahasa inggris kan. Ya bahasa inggris kan pengucapannya harus benar, kalau salah kan salah juga artinya.

Researcher : Hmm oke, berarti guru kamu sering memberikan koreksi?

Student 4 : Iya sering.

Researcher : Biasanya pada kesalahan yang seperti apa guru ini memberikan koreksi?

Student 4 : Biasanya pada apa salah pengucapan

Researcher : Hanya pengucapan atau ada yang lain?

Student 4 : Secara tulisan juga

Researcher : Oh tulisan juga. Biasanya guru kamu ini memperbaikinya dengan cara yang seperti apa? Cara nya seperti apa dia memperbaikinya?

Student 4 : Caranya tu kadang ee kita ditegur jugakan ee ini salah ini harusnya kayak gini kayak gini kayak gini, soalnya nanti kalau salahkan gimana gitu juga artinya salah juga gitu.

Researcher : Berarti juga gurunya langsung memberikan yang benarnya?



- Student 4** : Iya
- Researcher** : Hmm dengan cara guru yang seperti ini, kamu setuju?
- Student 4** : Setuju
- Researcher** : Kamu suka dengan cara guru yang seperti ini?
- Student 4** : Ya suka
- Researcher** : Lalu ketika kamu lagi diberikan koreksi, perasaan kamu gimana?
- Student 4** : Hmm agak biasa aja gitu, trus langsung nanti kalau misalkan apa disuruh perbaiki ya perbaiki
- Researcher** : Berarti kamu gak merasa terganggu ketika guru ya secara kan ini kamu lagi berbicara tu tiba-tiba gurunya motong gitu, ini salah nih, kamu gak merasa hilang percaya diri kamu gak?
- Student 4** : Enggak
- Researcher** : Jadi kamu senang-senang aja?
- Student 4** : Iyaa
- Researcher** : Dan reaksi kamu ketika guru memberikan koreksi?
- Student 4** : Memberikan koreksi ya sama juga biasa aja
- Researcher** : Biasa aja?
- Student 4** : Iya
- Researcher** : Berarti kamu langsung memperbaikinya?
- Student 4** : Iya
- Researcher** : Gak merasa bodo amat?
- Student 4** : Engga kok enggak
- Researcher** : Oke thank you

Interview with student 5

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

- Researcher* : Menurut kamu seberapa penting guru memberikan koreksi?
- Student 5* : Aaa pentingnya supaya kita tau letak dimana kesalahan kita dan kita tau mana yang benar mana yang seharusnya benar.
- Researcher* : Berarti penting ya guru memberikan ini?
- Student 5* : Penting
- Researcher* : Berarti guru kamu sering memberikan koreksi?
- Student 5* : Sering
- Researcher* : Biasanya pada kesalahan yang seperti apa yang guru ini koreksi?
- Student 5* : Salahnya dari pengucapannya trus ada huruf yang kurang ditambahkan dibenarkan
- Researcher* : Cara guru ini memperbaikinya gimana? Guru ini biasanya bilang apa ketika memperbaiki kesalahan kamu?
- Student 5* : Ini cara membaca nya kayak gini bukan kayak gitu, ini kurang umpamanya huruf s nya kurang are kurang gitu
- Researcher* : Berarti gurunya langsung memberikan contoh yang benar?
- Student 5* : Iyaa
- Researcher* : Dengan guru yang seperti ini dengan cara dia yang seperti itu, kamu setuju?
- Student 5* : Setuju
- Researcher* : Kamu suka guru seperti itu?
- Student 5* : Suka
- Researcher* : Dan ketika guru memberikan koreksi itu perasaan kamu gimana?
- Student 5* : Perasaannya senang, bisa tau dimana kesalahan biasanya gitu
- Researcher* : Gak merasa gugup atau merasa terganggu gitu gak?
- Student 5* : Enggak
- Researcher* : Ee lalu terakhir, reaksi kamu?

Student 5 : Reaksi biasa aja

Researcher : Biasa aja? Apa kamu langsung memperbaiki kesalahan kamu atau kamu diam aja atau gimana?

Student 5 : Langsung memperbaiki

Researcher : Berarti kamu ikutin apa yang dibilang gurunya?

Student 5 : Iyaa

Researcher : Oke thank you

On the next day, the researcher did the interview with 5 students of X TKJ 1 Class.

Interview with student 1

Researcher : Oke saya ingin bertanya, menurut kamu apakah penting guru memberikan koreksi?

Student 1 : Penting

Researcher : Kenapa?

Student 1 : Karna biar kita bisa memperbaiki yang lebih baik lagi yang misalkan salah kan bisa kita perbaiki lagi yang lebih baik lebih bagus.

Researcher : Hmm berarti guru kamu sering memberikan koreksi dikelas? Ketika lagi berbicara gurunya sering memberikan koreksi?

Student 1 : Sering

Researcher : Biasanya kesalahan yang seperti apa?

Student 1 : Kesalahan dalam bahasa kadang penulisannya

Researcher : Dalam pengucapan?

Student 1 : Iya dalam pengucapan

Researcher : Biasanya guru ini memberikan koreksi ini seperti apa? Bagaimana cara dia memberikan koreksi? Dia bilang apa biasanya?

Student 1 : Kadang ya dibilangnya kalau ini salah apanya kurangnya kurang tepat meletakkan kalimatnya.



Researcher : Apa gurunya langsung memberikan yang benar?

Student 1 : Gak, ditanya dulu apa ini betul yang ini kalau kayak gini kenapa bisa gini

Researcher : Dengan cara guru yang seperti itu apa kamu suka kamu setuju?

Student 1 : Suka setuju

Researcher : Dan perasaan kamu gimana ketika guru lagi memberikan koreksi kepada kamu?

Student 1 : Ya kadang ya gelisah takut nanti ada yang salah apa

Researcher : Dan reaksi kamu ketika guru memberikan koreksi ?

Student 1 : Kadang ya diam kadang ya diam aja gitu hhehe

Researcher : Diam aja? Gak langsung memberikan apa gak kamu perbaiki langsung?

Student 1 : Iya langsung diperbaiki sambil sambil ibuk tu ngomong apa didengarin

Researcher : Hmm, berarti didengarin dulu gurunya bilang apa

Student 1 : Iyaa

Researcher : Lalu nanti kamu langsung memperbaikinya?

Student 1 : Iyaa

Researcher : Oke sejauh ini kamu setuju ya gurunya memperbaiki dengan cara itu kamu suka kamu setuju?

Student 1 : Iya

Researcher : Oke thank you

Interview with student 2

Researcher : Oke saya ingin bertanya, menurut kamu seberapa penting guru memberikan koreksi ketika lagi berbicara didepan?

Student 2 : Penting

Researcher : Kenapa? Alasannya?



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- Student 2** : Alasannya supaya bisa tau apa yang menjadi kesalahan.
- Researcher** : Apa gurunya sering memberikan koreksi?
- Student 2** : Sering
- Researcher** : Biasanya pada kesalahan yang seperti apa yang dikoreksi?
- Student 2** : Kekurangan misalnya is, are
- Researcher** : Pada pengucapan? Pernah gak?
- Student 2** : Pernah
- Researcher** : Dan biasanya guru ini memberikan koreksi tu caranya gimana? Biasanya gurunya bilang apa gitu?
- Student 2** : Ya gurunya bilang aa yang ini salah gitu yang ini harus diperbaiki.
- Researcher** : Gurunya langsung memberikan yang benar?
- Student 2** : Iya
- Researcher** : Memberikan contoh yang benar?
- Student 2** : Iya
- Researcher** : Dengan cara guru yang seperti itu apa kamu setuju ?
- Student 2** : Setuju
- Researcher** : Kamu suka?
- Student 2** : Suka
- Researcher** : Dan bagaimana perasaan kamu ketika guru ini memperbaiki kesalahan kamu?
- Student 2** : Ya grogi
- Researcher** : Grogi?
- Student 2** : Iya
- Researcher** : Kenapa?
- Student 2** : Ya karna terjadi kesalahan



Researcher : Karna kan posisinya disini misalnya kamu lagi berbicara kan

Student 2 : Iya

Researcher : Gurunya langsung memotong gitu

Student 2 : Iya

Researcher : Jadi kamu merasa?

Student 2 : Groggi

Researcher : Dan setelah itu reaksi kamu?

Student 2 : Ya biasa-biasa aja

Researcher : Apa kamu langsung memperbaikinya atau kamu diam aja atau gimana?

Student 2 : Memperbaikinya

Researcher : Berarti yang dibilang gurunya kamu ikutin aja gitu?

Student 2 : Iya

Researcher : Oke berarti sejauh ini kamu suka ya?

Student 2 : Iya

Researcher : Thank you

Interview with student 3

Researcher : Oke saya ingin bertanya menurut kamu apakah seberepa penting guru memberikan koreksi?

Student 3 : Penting. Penting sekali untuk kebaikan. Supaya tampilnya lebih bagus.

Researcher : Hmm berarti gurunya sering memberikan koreksi?

Student 3 : Sering

Researcher : Biasanya kesalahan yang gimana yang dikoreksi sama gurunya?

Student 3 : Tentang huruf menjelaskannya



- Researcher** : Apa dia misalkan ketika kamu lagi salah mengucapkan apakah pernah dikoreksi gurunya?
- Student 3** : Pernah
- Researcher** : Biasanya guru ini cara mengoreksinya gimana? Gurunya biasanya bilang apa?
- Student 3** : Ya menjelaskan yang betul
- Researcher** : Berarti gurunya langsung memberikan yang benar?
- Student 3** : Iya
- Researcher** : Dengan cara guru yang seperti itu apa kamu setuju?
- Student 3** : Setuju
- Researcher** : Kamu menyetujuinya kamu suka-suka aja atau gimana?
- Student 3** : Suka-suka aja hehe
- Researcher** : Perasaan kamu gimana ketika guru meberikan koreksi?
- Student 3** : Biasa aja
- Researcher** : Gak ngerasa gugup atau gimana?
- Student 3** : Enggak
- Researcher** : Dan reaksi kamu?
- Student 3** : Biasa aja
- Researcher** : Ee apa kamu langsung memberikan yang benar atau gimana atau diam aja atau gimana?
- Student 3** : Diam aja
- Researcher** : Kenapa gitu? Kan gurunya udah memberikan yang baik nih udah memberikan yang benar, kok kamu diam aja? Kenapa?
- Student 3** : Karna gak tau
- Researcher** : Ya kan gurunya udah memberikan yang benar. Gak kamu ikutin yang dibilang gurunya?

Student 3 : Ikutin

Researcher : Oke thank you

Interview with student 4

Researcher : Oke saya ingin bertanya kepada kamu, menurut kamu penting gak guru memberikan koreksi?

Student 4 : Aa sangat penting

Researcher : Alasannya kenapa?

Student 4 : Agar yang murid salah dapat dikoreksi oleh guru dan diterangkan kembali yang benar.

Researcher : Biar murid ini tidak salah lagi gitu?

Student 4 : Iya biar mengerti

Researcher : Hmm berarti gurunya sering memberikan koreksi dikelas?

Student 4 : Cukup sering.

Researcher : Cukup sering? Dan biasanya guru ini memberikan koreksi pada kesalahan yang seperti apa biasanya?

Student 4 : Kesalahan hmm apa jika membuat jawaban soal

Researcher : Gak, ketika berbicara didepan. Apa itu dalam pengucapan atau gimana?

Student 4 : Dalam penulisan kami

Researcher : Ketika berbicara yang saya tanya. Ketika berbicara didepan biasanya yang mananya salah apa?

Student 4 : Didepan.

Researcher : Apa salah pengucapan atau salah yang gimana?

Student 4 : Ya salah dalam pengucapan.

Researcher : Salah dalam pengucapan? Dan biasanya guru ini memberikan koreksi itu caranya gimana? Gurunya bilang apa biasanya?

Student 4 : Eee mempraktekkan cara yang benar



Researcher : Berarti gurunya memberikan yang benarnya?

Student 4 : Iya

Researcher : Dengan cara guru yang seperti itu kamu setuju atau tidak?

Student 4 : Cukup setuju

Researcher : Kenapa begitu? Kenapa cukup?

Student 4 : Hmmm hee ya gapapa

Researcher : Perasaan kamu gimana ketika guru memberikan koreksi?

Student 4 : Perasaannya senang dan supaya murid lebih mengerti

Researcher : Kamu gak ngerasa gugup atau cemas gitu guru memberikan koreksi?

Student 4 : Gak merasa gugup, tapi ya memperhatikan

Researcher : Reaksi kamu ketika guru memberikan koreksi itu?

Student 4 : Memperhatikan

Researcher : Trus kamu juga memberikan yang benar juga? Kamu ikutin?

Student 4 : Iya

Researcher : Atau kamu merasa bodo amat aja dengan yang dibilang guru?

Student 4 : Mengikuti yang diberikan oleh guru

Researcher : Jadi yang dibilang guru yang mana yang benar kamu ikitun giu?

Student 4 : Iya

Researcher : Berarti sejauh ini kamu setuju dengan guru mengoreksi?

Student 4 : Iya setuju

Researcher : Oke thank you

Interview with student 5

Researcher : Oke, menurut kamu penting gak guru memberikan koreksi ketika lagi berbicara?

Student 5 : Penting



Researcher : Alasannya?

Student 5 : Karna supaya muridnya itu tau mana yang benar mana yang salah supaya tidak terjebak di yang salah lagi.

Researcher : Hmm oke. Berarti gurunya sering memberikan koreksi?

Student 5 : Sering

Researcher : Biasanya pada kesalahan yang seperti apa yang guru ini berikan koreksi?

Student 5 : Pada kesalahan pengucapan dalam pembacaan misalnya seperti disuruh membaca essay gitu ntah cerita bahasa inggris dipanggil kedepan gitu sering dikoreksi juga.

Researcher : Berarti dalam pengucapan ya?

Student 5 : Iya

Researcher : Dan biasanya guru ini memberikan koreksi itu caranya gimana? Biasanya gurunya bilang apa gitu?

Student 5 : Biasanya ini seperti ini gak kayak gini, harus lebih dijelaskan lagi begitu.

Researcher : Hmm berarti gurunya memberikan yang benarnya gitu?

Student 5 : Iya. Yang salahnya pun juga ada. Yang salah nya seperti ini yang benarnya diginikan lagi

Researcher : Oh berarti gurunya bagian ini kamu salah harusnya sepperti ini?

Student 5 : Iya

Researcher : Gitu biasanya?

Student 5 : Iya

Researcher : Oke, berarti dengan cara gurunya mengoreksi seperti itu kamu setuju gak gitu?

Student 5 : Setuju

Researcher : Dan perasaan kamu gimana ketika guru memberikan koreksi?

Student 5 : Agak ragu



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Researcher : Kenapa?

Student 5 : Ragu-ragu karna salah karna jawaban saya yang dikoreksinya

Researcher : Berarti kamu gugup berarti ya?

Student 5 : Agak gugup juga

Researcher : Lalu setelah dikoreksi gitu reaksi kamu gimana?

Student 5 : Menjadi lebih tau

Researcher : Apa kamu terima atau kamu tolak atau ya sudahlah gitu atau gimana?

Student 5 : Terima

Researcher : Berarti apa kamu ikutin yang dibilang guru tadi?

Student 5 : Iya saya ikutin

Researcher : Kamu ikutin?

Student 5 : Ho'oh

Researcher : Berarti sejauh ini kamu setuju ya dengan guru memberikan koreksi?

Student 5 : Sangat setuju

Researcher : Oke makasih

On the next day, the researcher did the interview with 5 students of X TKJ 2 Class.

Interview with student 1

Researcher : Menurut kamu seberapa penting guru memberikan koreksi terhadap speaking kamu?

Student 1 : Sangat penting

Researcher : Kenapa?

Student 1 : Karena agar kita tau dimana letak kesalahan kita.



- Researcher** : Apakah guru kamu sering memberikan koreksi kepada kamu ketika lagi berbicara?
- Student 1** : Sering
- Researcher** : Bagaimana ee kesalahan seperti apa yang biasanya dikoreksi oleh guru kamu itu?
- Student 1** : Kesalahan berbicara tentang bahasa inggris
- Researcher** : Apa pernah gak gurunya memberikan koreksi misalkan pengucapannya salah nih gitu?
- Student 1** : Pernah
- Researcher** : Sering atau gimana?
- Student 1** : Sering
- Researcher** : Bagaimana cara guru ini mengoreksinya?
- Student 1** : Dengan membilang kesalahan kita.
- Researcher** : Apa gurunya langsung memberikan contoh yang benar?
- Student 1** : Iya
- Researcher** : Iya? Apa kamu setuju guru memberikan koreksi seperti itu?
- Student 1** : Setuju
- Researcher** : Kenapa?
- Student 1** : Karna agar kita bisa tau dimana letak kesalahan kita dan kita lebih tau tentang bicara bahasa inggris
- Researcher** : Ketika kamu dikoreksi ee apa perasaan kamu ketika guru itu mengoreksi?
- Student 1** : Senang
- Researcher** : Apa gak merasa gugup atau gimana gitu?
- Student 1** : Ada gugup-gugup sih tapi kebanyakan senang nya
- Researcher** : Reaksi kamu setelah guru memberikan koreksi? Apa kamu langsung memperbaiki atau tidak?

Student 1 : Langsung memperbaiki

Researcher : Dan kamu suka guru yang seperti ini yang mengoreksi seperti ini?

Student 1 : Suka

Researcher : Oke, Thank you

Interview with student 2

Researcher : Oke saya ingin bertanya menurut kamu apa ee seberapa penting guru memberikan koreksi ketika kamu lagi berbicara didepan? Apakah penting menurut kamu?

Student 2 : Penting

Researcher : Kenapa?

Student 2 : Karena biar bisa lebih baik lagi, biar jelas pelajarannya.

Researcher : Biar lebih tau mana yang benar gitu?

Student 2 : Iyaa

Researcher : Apakah guru kamu ini sering memberikan koreksi?

Student 2 : Sering

Researcher : Biasanya pada kesalahan yang seperti apa yang dikoreksi itu? Salah yang salah yang gimana gitu?

Student 2 : Seperti pengucapan

Researcher : Salah dalam pengucapan gitu? Dan biasanya guru ini bagaimana cara dia memberikan koreksi itu?

Student 2 : Cara?

Researcher : Caranya? Guru ini bilang apa sih ketika kamu misakan nih kamu salah gitu gurunya bilang apa gitu?

Student 2 : Seperti ini kurang tepat, pengucapannya kurang jelas.

Researcher : Hmm apa gurunya langsung memberikan contoh yang benar?

Student 2 : Iya



Researcher : Dan perasaan kamu gimana ketika guru ini memberikan koreksi ketika kamu lagi berbicara ?

Student 2 : Senang

Researcher : Gak merasa gugup atau gimana gitu?

Student 2 : Tidak

Researcher : Enggak? Soalnya kan kamu lagi ngomong nih tu tiba-tiba gurunya motong gitu, kamu gak ngerasa apa gitu? Gak ngerasa gak setuju atau keberatan gitu?

Student 2 : Enggak

Researcher : Dan reaksi kamu ketika guru ini memberikan koreksi?

Student 2 : Biasa aja

Researcher : Biasa aja? Apa kamu gak itu gak langsung memperbaiki atau gimana?

Student 2 : Langsung

Researcher : Langsung memperbaikinya?

Student 2 : Iya

Researcher : Oke thank you

Interview with student 3

Researcher : Oke saya ingin bertanya. Menurut kamu seberapa penting guru memberikan koreksi ?

Student 3 : Sangat penting

Researcher : Kenapa?

Student 3 : Karna biar tau kesalahan kita.

Researcher : Biar tau kesalahannya gimana gitu? Apakah guru ini sering memberikan koreksi ketika kamu lagi berbicara?

Student 3 : Sering

Researcher : Biasanya kesalahan yang seperti apa yang dikoreksi?



- Student 3** : Dalam pengucapannya
- Researcher** : Lalu? Misalkan salah nih kurang s nya atau apanya, pernah?
- Student 3** : Pernah
- Researcher** : Bagaimana cara guru ini memberikan koreksi? Gurunya bilang apa biasanya?
- Student 3** : Pengucapannya, penulisannya
- Researcher** : Apa pengucapannya salah atau gimana gitu? Gurunya bilang apa biasanya ketika kamu lagi dikoreksi?
- Student 3** : Ini tulisannya salah
- Researcher** : Bacaannya salah gitu?
- Student 3** : Iya bacaannya salah gitu
- Researcher** : Apa gurunya langsung memberikan yang benar?
- Student 3** : Langsung
- Researcher** : Langsung berikan yang benar? Kamu suka gak guru yang seperti ini?
- Student 3** : Suka
- Researcher** : Perasaan kamu gimana ketika guru ini memberikan koreksi?
- Student 3** : Langsung memperbaiki, senang
- Researcher** : Kamu merasa senang? Gak merasa terganggu gitu?
- Student 3** : Enggak
- Researcher** : Reaksi kamu ketika guru memberikan koreksi?
- Student 3** : Langsung memperbaiki biar..
- Researcher** : Biar lebih tau?
- Student 3** : Ho'oh iya
- Researcher** : Oke thank you

Interview with student 4

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : Oke, menurut pendapat kamu seberapa penting guru memberikan koreksi ketika kamu lagi berbicara?

Student 4 : Sangat penting

Researcher : Kenapa? Alasannya?

Student 4 : Karena kalau guru itu gak mengoreksi nanti kita tu gak tau kesalahan kita ada dimana.

Researcher : Jadi kamu setuju jika guru memberikan koreksi?

Student 4 : Sangat setuju

Researcher : Berarti gurunya sering memberikan koreksi?

Student 4 : Iyaa

Researcher : Biasanya itu kesalahan yang gimana yang diberikan koreksi oleh gurunya?

Student 4 : Misalnya dalam kita tu berbicara tu, nanti ada artikulasi atau kalimat yang salah nanti guru tu membenarkan kalimatnya.

Researcher : Oh berarti gurunya memberikan kalimat yang benarnya langsung gitu?

Student 4 : Iya

Researcher : Kamu suka gak guru yang memberikan koreksi yang seperti itu?

Student 4 : Suka

Researcher : Hmm, perasaan kamu gimana ketika guru ini memberikan koreksi?

Student 4 : Saya jadi senang.

Researcher : Gak ngerasa gugup, takut, atau gimana gitu?

Student 4 : Enggak

Researcher : Reaksi kamu ketika guru memberikan koreksi?

Student 4 : Hmm gimana ya.. Biasa – biasa aja sih



Researcher : Apa kamu langsung memperbaiki atau kamu merasa bodo amat atau gimana gitu?

Student 4 : Yaa memperbaikinya

Researcher : Berarti kamu terima dan kamu suka guru yang seperti ini?

Student 4 : Iya

Researcher : Oke thank you

Interview with student 5

Researcher : Oke menurut kamu seberapa sering guru memberikan koreksi ketika kamu lagi berbicara didepan kelas?

Student 5 : Sangat penting. Karna ee dengan guru mengoreksi itu kita tau dimana kesalahan kita.

Researcher : Berarti sering gurunya memberikan koreksi?

Student 5 : Sering

Researcher : Biasanya itu pada kesalahan yang gimana gurunya memberikan koreksi?

Student 5 : Salah pengucapan atau salah letak kalimat

Researcher : Hmm biasanya guru ini gimana cara dia memberikan koreksi itu?

Student 5 : Dia ee membenarkan perkataan yang salah itu

Researcher : Berarti dia langsung memotong atau gimana?

Student 5 : Enggak, ditunggunya sampai selesai nanti dia perbaiki

Researcher : Oh tunggu sampai kamu selesai berbicara langsung perbaiki berarti dia langsung memberikan yang benar juga?

Student 5 : Iya

Researcher : Kamu suka gak guru yang memberikan koreksi seperti ini?

Student 5 : Suka

Researcher : Setuju guru yang seperti ini?

Student 5 : Iya



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- Researcher** : Perasaan kamu ketika guru ini memberikan koreksi?
- Student 5** : Senang gitu karna kita tau dimana kesalahan kita
- Researcher** : Gak ngerasa gugup gitu atau terganggu?
- Student 5** : Enggak
- Researcher** : Soalnya kan ini kamu merasa terganggu gitu enggak?
- Student 5** : Enggak
- Researcher** : Reaksi kamu ketika guru memberikan koreksi?
- Student 5** : Terima
- Researcher** : Apa kamu langsung memperbaikinya?
- Student 5** : Iya
- Researcher** : Atau merasa bodo amat gitu?
- Student 5** : Enggak, langsung diperbaiki
- Researcher** : Langsung diperbaiki saat itu juga?
- Student 5** : Iya
- Researcher** : Oke, Thank you

APPENDIX 11

An Analysis of The Interview (coding)

1. Hak Cipta dilindungi undang-undang. Dilarang menyalin, menduplikasi, atau menyebarkan secara elektronik atau mekanis tanpa izin UIN Suska Riau.
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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Statements	Keywords	Category	Theme
“Penting buk” “Sangat penting sih.” “Penting” “Penting...” “Sangat penting” “Iya penting” “Penting” “Penting...” “Penting...” “Haa sangat penting bagi saya” “Sangat penting” “Penting” “Penting,, ya penting” “Penting” “Sangat penting” “Ee penting...” “Penting” “Ya sangat penting” “Hmm sangat penting sekali....” “Aaa pentingnya...” “Penting” “Penting” “Penting. penting sekali...” “Aa sangat penting” “Penting” “Sangat penting” “Penting” “Sangat penting” “Sangat penting” “Sangat penting”	Beneficial of teacher’s corrective feedback (cognitive)	Aspect of Perception	Students’ perception of teacher’s corrective feedback
“Ee kalau gak dikoreksi pasti semua murid selalu ada kesalahan gitu. Bisa memperbaiki kesalahan itu.” “Karena dari koreksi guru tersebut kita bisa tau bagaimana pengucapan yang benar dan kita bisa tau dimana letak kesalahan kita.” “Supaya kita tau kesalahan kita dimana bisa belajar lebih baik lagi.”	Students’ reason	Perception	Students’ perception of teacher’s corrective feedback



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“Karena agar lebih kita agar lebih mengetahui mana yang benar dan mana yang salah.”
 “Karena disitu kita tau dimana kesalahan kita berspeaking public didepan umum.”
 “Karena dari koreksi itu kita tau kesalahan kita.”
 “Soalnya kalau kita gak dikoreksi itu ee mungkin menurut kita itu benar, tapi menurut guru itu salah. Jadi ya diperbaiki gitu.”
 “Ee karena dari situ kita bisa tau kesalahan kita itu dimana aja dan juga itu bisa jadi pelajaran juga buat kita.”
 “Karena supaya lebih tau kesalahan kita dalam berbicara bahasa inggris itu.”
 “Karena biar kita tau apa kesalahan kita.”
 “Karena untuk memperbaiki kesalahan kita.”
 “Karena itu hasil kerja kita harus dikoreksi manatau ada yang salah kan.”
 “Ya untuk mengoreksi diri.”
 “Karena supaya guru itu bisa tau apakah kita benar dan salahnya dimana.”
 “Karena dengan dia mengoreksi kita buat kita lebih baik lagi biar gak salah terus.”
 “Supaya bisa kita mengenal apa kesalahan kita, pengucapan kita itu kayak mana gitu yang benar.”
 “Karena itu kita supaya lebih tau dimana kesalahan kita.”
 “Jadi saya tau salahnya saya dimana apakah salah di pengucapan atau kah kata kerja.”



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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

“Karena gini untuk kedepannya kan bagus juga untuk kita soalnya ini bahasa inggris kan. Ya bahasa inggris kan pengucapannya harus benar, kalau salah kan salah juga artinya.”

“Supaya kita tau letak dimana kesalahan kita dan kita tau mana yang benar mana yang seharusnya benar.”

“Karna biar kita bisa memperbaiki yang lebih baik lagi yang misalkan salah kan bisa kita perbaiki lagi yang lebih baik lebih bagus.”

“Alasannya supaya bisa tau apa yang menjadi kesalahan.”

“Supaya tampilnya lebih bagus.”

“Agar yang murid salah dapat dikoreksi oleh guru dan diterangkan kembali yang benar.”

“Karna supaya muridnya itu tau mana yang benar mana yang salah supaya tidak terjebak di yang salah lagi.”

“Karena agar kita tau dimana letak kesalahan kita.”

“Karena biar bisa lebih baik lagi, biar jelas pelajarannya.”

“Karna biar tau kesalahan kita.”

“Karena kalau guru itu gak mengoreksi nanti kita tu gak tau kesalahan kita ada dimana.”

“Karna ee dengan guru mengoreksi itu kita tau dimana kesalahan kita.”



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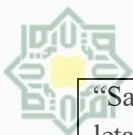
<p>“Ya.. sering.” “Sering.” “Sering.” “Sering.” “Sering.” “Sering.” “Sering.” “Sering.” “Sering.” “Sangat sering. Sering kali.” “Jarang.” “Hmm jarang.” “Sering.” “Sering bila ada kesalahan.” “Sering.” “Hmm ya kadang sering.” “Iya sering.” “Sering.” “Sering.” “Sering.” “Cukup sering.” “Sering.” “Sering.” “Sering.” “Iyaa.” “Sering.”</p>	Frequency of Teacher's Corrective Feedback	Teacher's Corrective Feedback	Teacher's Corrective Feedback
<p>“Cara membacanya buk. Cara menyampaikan bahasa inggrisnya.” “...pengucapan saya yang kurang tepat dalam penyampaian.” “Ucapan.” “Ee misalkan ee ada yang kurang.” “Ee seperti ee cara berbicara trus bahasa atau kayak this am are eh apa is am are itu kadang salah penempatan.” “Seperti kurang untuk memasukkan kata is, are.”</p>	Kind of Error	Error Correction	Teacher's Corrective Feedback



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<p>“Ee pengucapan ee kadang kalimatnya salah, salah sebut gitu kadang hurufnya.”</p> <p>“...biasanya itu ee penyebutan kalimat...”</p> <p>“Ya pengucapan.”</p> <p>“Tentang pengucapan.”</p> <p>“...memperbaiki kesalahan pengucapan kata.”</p> <p>“Cara menyampaikannya.”</p> <p>“Iya cara mengucapkan.”</p> <p>“Iya pengucapan.”</p> <p>“Salah pengucapan.”</p> <p>“Biasanya kosa katanya itu salah-salah atau kurang -ing atau apa gitu pengucapannya ada yang salah terus dibenarkan.”</p> <p>“Dalam bahasa dalam ucapannya.”</p> <p>“...kata bantu seperti are the, is, a, gitu.”</p> <p>“Biasanya pada apa salah pengucapan.”</p> <p>“Salahnya dari pengucapannya trus ada huruf yang kurang ditambahkan dibenarkan.”</p> <p>“Iya dalam pengucapan.”</p> <p>“Kekurangan misalnya is, are.”</p> <p>“Tentang huruf menjelaskannya.”</p> <p>“Ya salah dalam pengucapan.”</p> <p>“Pada kesalahan pengucapan...”</p> <p>“Kesalahan berbicara tentang bahasa inggris.”</p> <p>“Seperti pengucapan.”</p> <p>“Dalam pengucapannya.”</p> <p>“Misalnya dalam kita tu berbicara tu, nanti ada artikulasi atau kalimat yang salah nanti guru tu membenarkan kalimatnya.”</p>			
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“Salah pengucapan atau salah letak kalimat.”			
<p>“Hm kalau misalkan salah, cara membacanya ini salah nak. Gak kayak gitu tapi gini.”</p> <p>“Ee dia tunggu saya menyampaikan itu tunggu sampai selesai setelah itu miss nya nanti akan memberitahu yang mana pengucapan yang benar.”</p> <p>“Eee apa di apa ini ee gini pengucapannya kayak gini katanya.”</p> <p>“Nak ini kosakata nya kurang. Aaa terus terus yaah gitu.”</p> <p>“Saat linda didepan, guru itu menjelaskan siap linda berbicara lalu berkata, nak itu salah. Terus dikoreksi dimana kesalahannya dari awal sampai selesai.”</p> <p>“Ee cara memperbaikinya setelah selesai menyampaikannya tu baru ibuk tu mengoreksinya salah satunya.”</p> <p>“Hmm kadang mengulangi lagi ee penjelasannya tentang ini kadang ee nak ini gak kayak gini seharusnya ni kayak gini. Kadang ada yang kurang seandainya ee kita menggunakannya dua subjek tapi kita buatnya satu, jadikan ada yang kurang.”</p> <p>“Pertama dia dengerin dulu, yeni tu bilang apa tu nantik mana yang salah dia ucapin ulang udah gitu itu yang agak ditonjolin sama dia, langsung di benerin gitu.”</p> <p>“Disuruh mengulangi lagi trus</p>	The Way of Teacher’s Corrective Feedback”	Teacher’s Corrective Feedback	Teacher’s Corrective Feedback



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ya diberi apa yang benar.
Diperbaiki yang benar.”
“Ee biasanya bilang
kesalahannya tu di ini, gitu gitu
lah.”
“Setelah saya berbicara.”
“. . . mee apa mee membenarkan
yang salah gitu.”
“Sesudahnya.”
“Pas lagi berbicara.”
“Ya dipotong langsunglah
dikasih tau kita mana yang
benarnya.”
“Eee biasanya kalo dalam
pengucapan tu dia tu suruh
mengucap dulu trus habis itu
kalau udah selesai itu baru
dikoreksi mana bagian yang
salah.”
“Kesalahannya ada disini kata
miss dwi tu, jadi langsung
diperbaiki sama miss dwi.”
“Mengulang kembali kata-
katanya dan sedikit menekankan
pada kesalahan kata-kata yang
salah itu.”
“Caranya tu kadang ee kita
ditegur jugakan ee ini salah ini
harusnya kayak gini kayak gini
kayak gini, soalnya nanti kalau
salahkan gimana gitu juga
artinya salah juga gitu.”
“Ini cara membaca nya kayak
gini bukan kayak gitu, ini
kurang umpamanya huruf s nya
kurang are kurang gitu.”
“Kadang ya dibilangnya kalau
ini salah apanya kurangnya
kurang
tepat meletakkan kalimatnya.”
“Ya gurunya bilang aa yang ini
salah gitu yang ini harus
diperbaiki.”



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<p>“Ya menjelaskan yang betul.”</p> <p>“Eee mempraktekkan cara yang benar.”</p> <p>“Biasanya ini seperti ini gak kayak gini, harus lebih dijelaskan lagi begitu.”</p> <p>“Dengan membilang kesalahan kita.”</p> <p>“Seperti ini kurang tepat, pengucapannya kurang jelas.”</p> <p>“Iya bacaannya salah gitu.”</p> <p>“...nanti guru tu membenarkan kalimatnya.”</p> <p>“Dia ee membenarkan perkataan yang salah itu.”</p>			
<p>“Suka buk”</p> <p>“Suka”</p> <p>“Suka”</p> <p>“Suka”</p> <p>“Iya”</p> <p>“Suka. Jadi kita tu ee enggak pikiran kita sendiri ini tu benar gitu. Kadang kan ada guru yang cuek gitu. Itu lebih gak suka kalau yang kayak gitu. Lebih suka yang dikoreksi.”</p> <p>“Suka”</p> <p>“Suka”</p> <p>“Suka”</p> <p>“Suka”</p> <p>“Ya suka”</p> <p>“Suka”</p> <p>“Iya suka lah, supaya kita bisa tau mana yang benar dan mana yang salahnya.”</p> <p>“Sangat setuju”</p> <p>“Suka”</p> <p>“Ya suka”</p> <p>“Suka”</p> <p>“Suka setuju”</p> <p>“Suka”</p> <p>“Suka-suka aja hehe”</p>	<p>Prefered</p>	<p>Teacher’s Corrective Feedback</p>	<p>Teacher’s Corrective Feedback</p>



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<p>“Cukup setuju” “Sangat setuju” “Setuju” “Suka” “Suka” “Suka”</p>			
<p>“Ya agak gugup juga buk...” “Saya jadi menjadi kayak lebih sangat percaya diri dan senang...” “Ee apa.. senang.” “Gugup” “Ee pertamanya agak takut karena takut salah.” “Senang sih.” “Senang.” “Perasaannya sih sebenarnya grogi, jatuhnya kayak grogi gitu.” “Ya.. senang sama grogi gitu.” “Menurut saya gak merasa takut.” “Enggak biasa aja.” “Perasaannya yaa biasa aja.” “Yaa gugup.” “Senang” “Ya senang aja..” “Kayak jadi tau, oh iya itu oh iya yang benar ini gitu.” “Gugup takut” “Ee perasaan saya ee ya salah merasa salah gitu. Merasa bersalah oh berarti saya salah gitu.” “Memberikan koreksi ya sama juga biasa aja.” “Perasaannya senang...” “Ya kadang ya gelisah takut nanti ada yang salah apa.” “Ya grogi” “Biasa aja” “Perasaannya senang” “Agak gugup juga.”</p>	<p>Students’ Feeling (affective)</p>	<p>Aspect of perception</p>	<p>Students’ perception of teacher’s corrective feedback</p>



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<p>“Ada gugup-gugup sih tapi kebanyakan senangnya.”</p> <p>“Senang.”</p> <p>“Senang.”</p> <p>“Saya jadi senang.”</p> <p>“Senang gitu...”</p>			
<p>“Terima buk. Mau gimana pun harus diterima buk. Hehe”</p> <p>“Terima.”</p> <p>“Terima.”</p> <p>“Hmm menjadi lebih tau.”</p> <p>“Deg-deg an. Hehe. Tapi merasa senang kok karena menurut Linda guru yang seperti itu termasuk guru yang baik karena mengarahkan mana yang benar mana yang salah.”</p> <p>“Langsung memperbaiki yang salah.”</p> <p>“Terima”</p> <p>“Pas sudah diberikan koreksi dikasih tau yang benar, ee ya nanti pasti bilanganya ‘oh gitu buk’.”</p> <p>“Diperbaiki.”</p> <p>“Saya ikutin yang benar apa kata guru tadi.”</p> <p>“Langsung saya perbaiki.”</p> <p>“Udah biarin aja gitu.”</p> <p>“Memperbaiki.”</p> <p>“Ee biasa saja.”</p> <p>“Langsung memperbaiki.”</p> <p>“Ya langsung diperbaiki.”</p> <p>“Takut gitu.”</p> <p>“Ya langsung saya perbaiki.”</p> <p>“Memberikan koreksi ya sama juga biasa aja.”</p> <p>“Langsung memperbaiki.”</p> <p>“Iya langsung diperbaiki sambil sambil ibuk tu ngomong apa didengarin.”</p> <p>“Memperbaikinya.”</p>	<p>Students’ Reaction (conative)</p>	<p>Aspect of perception</p>	<p>Students’ perception of teacher’s corrective feedback</p>



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 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

“Diam aja.”
 “Mengikuti yang diberikan oleh guru.”
 “Iya saya ikutin.”
 “Langsung memperbaiki.”
 “Biasa aja.”
 “Langsung memperbaiki...”
 “Yaa memperbaikinya.”
 “Langsung diperbaiki.”





UIN SUSKA RIAU

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 0242/Un.04/PPs/PP.00.9/2020
Lamp. : 1 berkas
Perihal : Izin Melakukan Kegiatan Penelitian Tesis

Pekanbaru, 04 Februari 2020

Kepada Yth.
Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu Provinsi Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh.
Dengan hormat, dalam rangka penulisan tesis, maka dimohon kesediaan
Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Qurrata Aini
NIM	: 21790125845
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: V (Lima)
Judul Tesis	: Students' Perception and Preference of Teacher's Corrective Feedback on Speaking Performance

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang
diperlukannya dari SMK Islam Inayah Ujung Batu.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
KEMENTERIAN AGAMA RI
Prof. Dr. Afrizal M. MA
0591015 198903 1 0014

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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2. Dilarang mengumpulkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 11 FEB 2020

No : 071/Disdik/1.3/2020/1761
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada
Yth. Kepala SMK Islam Inayah Ujung Batu
Kab. Rokan Hulu

di-

Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/30691 Tanggal 10 Februari 2020 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : QURRATA AINI
NIM : 21790125845
Program Studi : PENDIDIKAN AGAMA ISLAM
Konsentrasi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S2
Judul Penelitian : STUDENTS' PERCEPTION AND PREFERENCE OF
TEACHER'S CORRECTIVE FEEDBACK ON SPEAKING
PERFORMANCE

Lokasi Penelitian : SMK ISLAM INAYAH UJUNG BATU KABUPATEN ROKAN
HULU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



AHYU SUHENDRA, SE
Pembina
NIP. 19711209 200012 1 006

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Tembusan:

State Islamic University of Sultan Syarif Kasim Riau



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Hak Cipta dilindungi Undang-Undang



State Islamic University Sultan Syarif Kasim Riau

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/30691
 TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 42/Un.04/PPs/PP.00.9/2020 Tanggal 4 Februari 2020**, dengan ini memberikan rekomendasi kepada:

1. Nama : **QURRATA AINI**
2. NIM / KTP : **21790125845**
3. Program Studi : **PENDIDIKAN AGAMA ISLAM**
4. Konsentrasi : **PENDIDIKAN BAHASA INGGRIS**
5. Jenjang : **S2**
6. Judul Penelitian : **STUDENTS' PERCEPTION AND PREFERENCE OF TEACHER'S CORRECTIVE FEEDBACK ON SPEAKING PERFORMANCE**
7. Lokasi Penelitian : **SMK ISLAM INAYAH UJUNG BATU KABUPATEN ROKAN HULU**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 10 Februari 2020



Ditandatangani Secara Elektronik Melalui :
 Sistem Informasi Manajemen Pelayanan (SIMPEL)
**DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU
 PROVINSI RIAU**



YAYASAN PUTRI TUJUH UJUNGBATU SMK ISLAM INAYAH UJUNGBATU

Alamat : Jl. Jend. Sudirman Desa Pematang Tebih Ujungbatu Rokan Hulu Kode Pos : 28554
E-mail : smk_islaminayah@yahoo.co.id HP : 0852 6315 1274 / 0852 7155 6310
NPSN : 10495533 NSS : 504140601003
Akreditasi : TPHP A ; Perbankan B

SURAT KETERANGAN Nomor : 027/422/SMK-YPT/2020

Yang bertanda tangan dibawah ini :

Nama : **Azrimelda, S.TP, M.Pd**
Jabatan : Kepala SMK Islam Inayah Ujungbatu
Alamat : Jl. Sudirman Ujungbatu

Dengan ini menerangkan bahwa mahasiswa yang beridentitas :

Nama : **Qurrata Aini**
NIM : 21790125845
Fakultas : Fakultas Tarbiyah dan Keguruan
Program Studi : Pendidikan Agama Islam
Konsentrasi : Pendidikan Bahasa Inggris
Universitas : Universitas Islam Negeri Sultan Syarif Kasim Riau

Telah selesai melakukan penelitian di SMK Islam Inayah Ujungbatu Jln. Sudirman Ujungbatu terhitung mulai tanggal 04 Maret 2020 sampai dengan 31 Maret 2020 untuk memperoleh data dalam rangka penyusunan tesis yang berjudul **"STUDENTS' PERCEPTION AND PREFERENCE OF TEACHER'S CORRECTIVE FEEDBACK ON SPEAKING PERFORMANCE"**.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Ujungbatu, 31 Maret 2020
Kepala Sekolah

Azrimelda, S.TP, M.Pd
NIP. 19740322 200502 2 001

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UIN SUSKA RIAU

**KARTU KONTROL
KONSULTASI
BIMBINGAN TESIS / DISERTASI MAHASISWA**

NAMA : QURRATA AINI
 NIM : 21790125845
 PROGRAM STUDI : PENDIDIKAN AGAMA ISLAM
 KONSENTRASI : PENDIDIKAN BAHASA INGGRIS
 PEMBIMBING I / PROMOTOR : DR. FAURINA ANASTASIA, M.Hum
 PEMBIMBING II / CO PROMOTOR : DR. ZULHIDAH, M.Pd.
 JUDUL TESIS/DISERTASI : STUDENTS' PERCEPTION AND
 PREFERENCE OF TEACHERS'
 CORRECTIVE FEEDBACK ON
 SPEAKING PERFORMANCE.

**PROGRAM PASCASARJANA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU**

KONTROL KONSTITUSI BERNYAMAN TERIS/DISERTASI*

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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Received April 20 1911
 From Mr. J. H. Thompson
 J. H. Thompson

02/06/2021



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LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

CERTIFICATE OF ACHIEVEMENT

This is to certify that

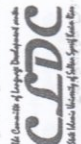
Name : Qurata Aini
ID Number : 21790125845
Date of Birth : March 09, 1995
Sex : Female
Test Form : Paper Based Test
Achieved the following scores on the
English Proficiency Test
Listening Comprehension : 48
Structure & Written Expressions : 61
Reading Comprehension : 57
Overall Score : 553

Expired Date : November 17, 2021

The Head of Language Development Center



Mahyudin Syukri, M. Ag
NIP. 19720421 200604 1 003



English Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.
Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
HP. 0832 7144 0823 Fax. (0761) 858832
Email : info@usat-bahasa.info Website : pusat-bahasa.info



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LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Qurraṭa Aini

Nomor ID : 21790125845

Jenis Kelamin : Perempuan

Tanggal Lahir : 09 Maret 1995

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 58

القواعد : 59

القراءة : 61

النتيجة : 593

Berlaku Hingga : 28 September 2021



Arabic Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.

Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP 0852 7144 0823

Email : info@pusat-bahasa.info Website : pusat-bahasa.info

Mahmudin Syukri, M. Ag

The Head of Language Development Center



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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : QURRATA AINI
 NIM : 21790125845
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Rabu/12 Des 2018	Fikriyah Hidayati : "The comparison between the effect of using stop and dare and jot thoughts strategy on students' writing ability at MA Al-Munawwarah Pekanbaru"		
2	Rabu/12 Des 2018	Masni Rahmi : "An Item analysis of the English summative test at language development centre of UIN SUSKA RIAU"		
3	Rabu/12 Des 2018	Agus Rifdatul Anam : "The comparison between KWL and 3-2-1 strategies on students' reading comprehension at vocational high school Abdurrah Pekanbaru"		
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Pekanbaru,
Direktur,

20....

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

- NB:**
1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar



**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : QURRATA AINI
 NIM : 21790125845
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	14-05-2019. Selasa.	The influence of Game Online Towards Students' Motivation and Vocabulary Mastery in		Herliansyah Lubis.
2		Islamic Junior High School In san Utama Pekanbaru.		
3				
4	14-05-2019. Selasa	Using Integrated Method On Teaching Speaking		Amir Hasan Daulay.
5				
6	14-05-2019- Selasa.	Descriptive Analysis on PzB Program at IAIN Padang Sidimpuan.	<i>Dr. Ar. ...</i>	Juri Damayanti.
7				
8	14-05-2019. Selasa.	The Use of Code Switching As A Teaching Strategy by comprehension		Shenina Gladian
9		(a Case Study At Senior High School In Persada Bunda)		Pulyta.
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Pekanbaru, 14 Mei 2019.
Direktur,

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : QUREATA AINI
NIM : 21220125845
PROGRAM : Pasca Sarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	24/07/19 Rabu.	The Comparison Between Predict O Gram and Rally Table Strategy on Students Reading Comprehension at Vocational.	<i>[Signature]</i>	
2				
3	24/07/19 Rabu.	The Effect of Flash card on the Students' Vocabulary mastery and their speaking Ability at MTsN Sibuhuan Padang Lawas Regency North Sumatera.	<i>[Signature]</i>	
4				
5				
6	24/07/19 Rabu	The Students' Activities in English Club at University of Riau (Case study of English Club at University of Riau).	<i>[Signature]</i>	
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Pekanbaru, 24 Juli 2019.
Direktur,

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : QURRATA AINI
 NIM : 2129 0125845
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : P.B.I.

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Rabu 24/07/19.	The Comparison Between LRD and KWL Strategies on students Reading at SMAN 1 Kampar Kiri.		
2				
3	Rabu 24/07/19.	The Effect of Using Interactive Word Walls Strategy and Motivation on students' Vocabulary Mastery at SMPS 11 Husna Kampar Regency.		
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6	Rabu 24/07/19.	The Effect of Using Wordless Picture Books Strategy on Students Writing Ability and Motivation at State Senior High School 1 Tambusai Utara Rokhul.		
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Pekanbaru, 24 - Juli - 2019
 Direktur,

Prof. Dr. Afrizal, M, MA
 NIP. 19591015 198903 1 001

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : QURRATA AINI
NIM : 2179 0125 045
PROGRAM : Pasca Sarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Kamis 25/07/19.	The Influence of students' Simple Past tense comprehension and their learning style on students' writing ability in recount text of the Tenth Grade at State Islamic Senior High School 1 Kuantan Singingi.		
2				
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5	Kamis 25/07/19.	The Effect of Using Cooperative Integrated Reading and Composition (CIRC) method in Teaching Narrative Text Toward Students' Reading Comprehension at the Eleventh Grade of SMAN 1 Rimba Melintang.		
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9	Kamis 25/07/19.	A Case study of Students' Anxiety in the Impramtu Debate in English Classroom Social 2 at SMAN II Pekanbaru.		
10				
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Pekanbaru, 25 Juli 2019.
Direktur,

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Quetta Aini
 NIM :
 PROGRAM : Pascasarjana
 PRODI : PAI
 KONSENTRASI : Pendidikan Bahasa Inggris

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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	20/9/2019 /Jumat	The perspective of teachers and students (male and female) on mother tongue use in EFL	} <i>22</i>	Debby Fabriani
2	20/9/2019 /Jumat	EFL Rural Teachers' and Students' Perception about English Teaching and Learning Process base on scientific approach		Itfoni
3	20/9/2019 /Jumat	Rural English Teachers perception on Students high order thinking skills (HOTS) Development		Novita Silva
4		Base on curriculum 2013 (A case study on Junior High school in Gabung District.		Pastiri
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Direktur,

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NIP. 19591015 198903 1 001

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NAMA : QURRATA AINI
 NIM : 21790125045
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : PBI

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NO	TGL/HARI	JUDULTESIS/DISERTASI	PARAF SEKRETARIS	KET
1	26/Sept/2019.	Teachers Perceptions of Using Mobile Phone in teaching and learning process at SMAN 1 Bangkinang Kota.	[Signature]	Rizki Andana Saputra
2				
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4	26/Sept/2019.	Exploring Problems Faced by Teachers on the use of information Communication and Technology (ICT). A Case Study of English Teachers at Islamic Boarding School in Kampar.		Fathan Huda
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8	26/Sept/2019.	Exploring the Characteristics of an Effective EFL Teacher Based on Junior High School Students' and Teachers' Perceptions in Kuantan Singingi		Kiki Yuliana
9			[Signature]	
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11	26/Sept/2019.	Exploring Indonesian EFL Teachers' Motivation Teaching English: A Case Study of English Teachers.		Triik Wahyuni
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 NIM :
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Kamis / 26-09-19	The Effect of using hypnoteaching on the Student Vocabulary Mastery and Their Motivation		M. Aulia Harahap
2		In Learning Vocabulary at State Senior High School 3 Padang		
3				
4	Kamis/26-09-19	English Teachers Perception on The Implementation of The Authentic		AFIFAH ZULFA
5		Assessment of 2013 Curriculum (A Case Study)		Mustika
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7	Kamis/26-09-19	The Effect of Using Jeopardy and Board Game on Students' Reading Comprehension		Hayatun
8		at Global Cendekia Vocational High School Kampar Regency		Fai Zah
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PROGRAM : Pasca Sarjana
PRODI : PAI
KONSENTRASI : PBL

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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Kamis / 24-10-2019	The Influence of Language Learning and Motivational strategies on students'		Nadia
2		Productive Skill at SMA Babussalam Pekanbaru		Al-Khair.
3				
4	Kamis / 24-10-2019	Speaking skills on transactional and Interpersonal Text by using classroom Action		Ali
5		Research at Grade VII SMPN 1 Sink Hulu Kab. Kampar Academic Year 2018 /2019		Imran.
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7	Kamis / 24-10-2019	Investigating Teacher Talk in Teaching English at Junior High School		Pita Dni Indah Wulandari.
8		in Tapung Hulu.		
9				
10	Kamis / 24-10-2019	A Comparative study between Pairwork and Groupwork to students' speaking skill at		Eni Fauziah
11		First semester on Tarbiyah and Teacher training faculty (FTIK) students of		Harahap
12		IAIN Padang Sidempuan.		
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NAMA : QURRATA AINI
 NIM : 21290125845
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : PB

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Kamis / 24-10-19	A Comparative study of Using Classwide Peer Tutoring Technique and Student Team		Sumita
2		Achievement Devision Technique in Teaching Reading Comprehension at State Senior High School 1 Tualang.		Enka
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5	Kamis / 24-10-19	English Teachers Activities in Implementing the Scientific Approach of the 2013 Curriculum in Teaching and Learning Process at SMPN 3 Kampar.		Zulhendri
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8	Kamis / 24-10-19	An Analysis on Grammatical Errors in Descriptive Paragraph written by Students at Junior High School 3 Mandau Bengkalis Regency.		Fajar Putra
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CURRICULUM VITAE



Name : Qurrata Aini
Place and Date of Birth : Ujungbatu, 9 March 1995
Gender : Female
Religion : Islam
Address : Jln. Kutilang Kp. Baru Atas RT. 001 RW. 005
 Kec. Ujungbatu Kab. Rokan Hulu, Riau
Marital Status : Single
Nationality : Indonesia
Phone Number : 082384751565
Email : qurrataaini7@gmail.com

Education Background

2000-2001	TK Al-Ihsan Ujungbatu
2001-2007	SD Negeri 1 Ujungbatu
2007-2010	MTs Negeri 1 Ujungbatu
2010-2013	SMA Negeri 1 Ujungbatu
2013-2017	UIN Sultan Syarif Kasim Riau (S1)
2018-2021	UIN Sultan Syarif Kasim Riau (S2)

WORK EXPERIENCE

- 2010-2013 English Tutor at Lembaga Pendidikan Bahasa Inggris Victory Eka Tribina (VET) Ujungbatu